

# Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved  
OMB No. 1875-0106  
Exp. 11/30/2004

## Applicant Information

### 1. Name and Address

Legal Name: College of Eastern Utah-San Juan Campus

Address: 639 West 100 South

### Organizational Unit

**P031A 030080**

Blanding  
City

UT  
State

San Juan  
County

84511  
ZIP Code + 4

2. Applicant's D-U-N-S Number (b)(2)

3. Applicant's T-I-N 8 | 7 | - | 6 | 0 | 0 | 0 | 4 | 8 | 3 |

4. Catalog of Federal Domestic Assistance #: 84.0 | 3 | 1 | A |

Title: Strengthening Institutions Program

5. Project Director: Mr. Lynn Lee

Address: 639 West 100 South

Blanding UT 84511  
City State Zip code + 4

Tel. #: ( 435 ) 678 - 2201 Fax #: ( 435 ) 678 - 2220  
Ext 119

E-Mail Address: lynnlee@sjc.ceu.edu

6. Novice Applicant ☐ Yes ☒ No

7. Is the applicant delinquent on any Federal debt? ☐ Yes ☒ No  
(If "Yes," attach an explanation.)

8. Type of Applicant (Enter appropriate letter in the box.) G

A - State  
B - Local  
C - Special District  
D - Indian Tribe  
E - Individual  
F - Independent School District  
G - Public College or University  
H - Private, Non-profit College or University  
I - Non-profit Organization  
J - Private, Profit-Making Organization

K - Other (Specify): \_\_\_\_\_

## Application Information

### 9. Type of Submission:

-PreApplication -Application  
☐ Construction ☐ Construction  
☐ Non-Construction ☒ Non-Construction

10. Is application subject to review by Executive Order 12372 process?

☒ Yes (Date made available to the Executive Order 12372 process for review): 3 / 3 / 2003

☐ No (If "No," check appropriate box below.)

☐ Program is not covered by E.O. 12372.  
☐ Program has not been selected by State for review.

11. Proposed Project Dates: 10 / 1 / 2003 9 / 30 / 2008  
Start Date: End Date:

12. Are any research activities involving human subjects planned at any time during the proposed project period?  
☐ Yes (Go to 12a.) ☒ No (Go to item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations?

☐ Yes (Provide Exemption(s) #): \_\_\_\_\_

☐ No (Provide Assurance #): \_\_\_\_\_

13. Descriptive Title of Applicant's Project:

**Fulfilling the Dream: Enhancing Access, Performance, and Persistence for Disadvantaged Students**

## Estimated Funding

14a. Federal \$ 364,407 .00  
b. Applicant \$ \_\_\_\_\_ .00  
c. State \$ \_\_\_\_\_ .00  
d. Local \$ \_\_\_\_\_ .00  
e. Other \$ \_\_\_\_\_ .00  
f. Program Income \$ \_\_\_\_\_ .00  
g. TOTAL \$ 364,407 .00  
(year 1)

## Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Dr. Ryan L. Thomas

b. Title: President

c. Tel. #: ( 435 ) 613 - 5220 Fax #: ( 435 ) 613 - 5422

d. E-Mail Address: rthomas@ceu.edu

e. Signature of Authorized Representative

Date: 2/28/03

**Continuation of ED 424 – (Page 2 of the application.)**

1. **Total FALL 1999 FULL-TIME EQUIVALENT (FTE) students =** 306.
- a. Total market value of endowment fund at the end of 1999-2000.** \$ 11,594,024.
- b. Total expenditures for library material during 1999-2000.** \$ 8,549.

**Note: If contact person is different from person named in Item 4, please identify by providing name and phone number in this space.**

**Name:** \_\_\_\_\_

**Phone:** \_\_\_\_\_  
(area code) (number) (extension)

## ABSTRACT

College of Eastern Utah – San Juan Campus, Blanding, Utah. Located in extreme southeastern Utah adjacent to the Navajo and Ute Mountain Ute Indian Reservations; a two-year public institution established in 1977 as an independent branch campus of the College of Eastern Utah; Fall 2001 enrollment of 458 students, of which 247 (54%) were ethnic minority, primarily Native American; 382 (83%) were low-income; 361 (79%) were first generation college; 158 (35%) were classified as disadvantaged based on a series of criteria; 2002/03 operating budget of \$2,180,700.

Contact Person: Mr. Lynn Lee

E-mail: [lynnlee@sjc.ceu.edu](mailto:lynnlee@sjc.ceu.edu)

Phone: (435) 678-2201 Ext. 119

FAX: 1-435-678-2220

Activity – \$1,436,235 over five years. Enhancing Access, Performance, and Persistence for Disadvantaged Students. This single Activity proposes to enhance access, with a focus on disadvantaged students, by extending services to three remote communities. The Activity has further been designed to improve academic success and graduation/completion of disadvantaged students through a series of four interrelated components, including developmental learning communities, summer bridge, leadership enhancement, and peer mentoring. Finally, the Activity will strengthen the skills of administrators, faculty, and professional staff in the use of technology to improve services for disadvantaged students. This Title III project provides a seamless network of strategies to shepherd disadvantaged students through the college experience, from enrollment through graduation. It is projected that enrollment at SJC will reverse the downward trend, resulting in an increase of 31% over the five years of the grant. There will be a 58% increase in disadvantaged students. The average grade point average among disadvantaged students will increase by 43% (from 1.75 to 2.50). It is proposed that 75% of the professional personnel will become proficient in the use of instructional technology. This represents a 226% increase.

This Activity is somewhat personnel intensive, with 75% of the budget allocated for salaries and benefits. Approximately 16% will be used to acquire hardware and software to enhance integration of instructional technology, including professional development. Another 5% will be devoted to professional development by assisting 3 individuals acquire degrees in instructional technology.

Project Management and Evaluation – \$356,260 over five years. This element of Title III will provide overall administration and evaluation. Approximately 89% of these funds will be used to support a Title III coordinator (50% time) and secretary (50% time). About 6% will be used to provide for independent evaluation (1% of the total budget). The remaining 5% will cover costs for supplies and travel (primarily to attend national conferences).

## TABLE OF CONTENTS

### STANDARD INFORMATION

APPLICATION FOR FEDERAL EDUCATION ASSISTANCE, ED 424 .....	1
ABSTRACT .....	3
TABLE OF CONTENTS .....	4
LETTER, PRESIDENT RYAN THOMAS .....	6

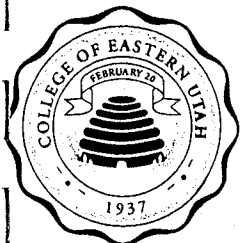
### PART I: OVERVIEW OF THE INSTITUTION

A. INSTITUTIONAL NARRATIVE: CEU-SAN JUAN CAMPUS .....	7
1. <u>MISSION</u> .....	7
2. <u>STUDENT CHARACTERISTICS</u> .....	9
3. <u>FACULTY CHARACTERISTICS</u> .....	11
B. COMPREHENSIVE DEVELOPMENT PLAN .....	12
1. <u>STRENGTHS, WEAKNESSES, AND PROBLEMS</u> .....	12
a. Academic Programs .....	12
1) <u>Strengths</u> .....	12
2) <u>Weaknesses</u> .....	13
3) <u>Problems</u> .....	16
b. Institutional Management .....	19
1) <u>Strengths</u> .....	19
2) <u>Weaknesses</u> .....	20
3) <u>Problems</u> .....	21
c. Fiscal Stability .....	22
1) <u>Strengths</u> .....	22
2) <u>Weaknesses</u> .....	23
3) <u>Problems</u> .....	26
2. <u>PLANNING PROCESS</u> .....	28
3. <u>KEY OVERALL GOALS AND MEASURABLE OBJECTIVES</u> .....	31
a. Academic Programs .....	32
b. Institutional Management .....	32
c. Fiscal Stability .....	32
4. <u>INSTITUTIONALIZING PRACTICES AND IMPROVEMENTS</u> .....	33



**PART II: DEVELOPMENT/GRANT SPECIFICS**

A. PRIOR TITLE III SUPPORT .....	36
B. RANKING ACTIVITIES .....	36
C. ACTIVITY NARRATIVE.....	36
1. <u>OBJECTIVES AND PERFORMANCE INDICATORS</u> .....	36
2. <u>RELATIONSHIP OF OBJECTIVES TO THE CDP</u> .....	49
3. <u>IMPLEMENTATION STRATEGY AND TIMETABLE</u> .....	49
4. <u>RATIONALE</u> .....	69
5. <u>KEY PERSONNEL</u> .....	75
6. <u>ACTIVITY BUDGET</u> .....	85
D. PROJECT MANAGEMENT AND EVALUATION .....	89
1. <u>MANAGEMENT PLAN</u> .....	89
a. Managing and Monitoring Progress.....	89
b. Authority.....	90
c. Key Personnel .....	92
2. <u>EVALUATION PLAN</u> .....	96
a. Measuring Success.....	96
b. Data Analysis .....	100
c. External Evaluation.....	100
3. <u>PROJECT MANAGEMENT/EVALUATION BUDGET</u> .....	101
E. SUMMARY BUDGET.....	103
GENERAL EDUCATION PROVISIONS ACT.....	105



College of  
Eastern  
Utah

February 3, 2003

Ms. Darlene Collins  
U.S. Department of Education  
SIP Title III HEA  
1990 K Street, NW, 6<sup>th</sup> Floor  
Washington, DC 20006-8513

Dear Ms. Collins:

Prior to my appointment as President of College of Eastern Utah in 2001, I had the opportunity to be involved in Title III at Utah Valley State College. The experience provided me with a keen insight into the potential of Title III to help an institution to strengthen its instructional, student support, and administrative programs to achieve greater self-sufficiency. With this background and personal commitment, one of my first efforts as President was to initiate a comprehensive institutional planning process. From my previous experience with Title III, I realized the necessity of involving the faculty, staff, administration, the public, and even the governing body. Without the initial input and unanimous acceptance of these groups, the support essential for success of programs which might be implemented through Title III might not be forthcoming.

I am pleased to say that the Title III activities outlined in this proposal have been carefully selected through an extensive planning process. The approaches to solve the identified problems have been extensively researched. I am confident that this will greatly enhance the possibility for success, since this is a campus-wide project as opposed to a single individual or department effort.

I have been actively involved in the planning process which identified proposed Title III activities. I actively participated in the development of the application, and I will be active in the implementation, management, evaluation, and institutionalization of Title III activities throughout the grant period. I have identified the most competent personnel at the San Juan Campus to serve in key positions. I do this with full realization that this will be a sacrifice, but I am also convinced that this is necessary for ultimate success. I am convinced that Title III can be the most significant program available to us in achieving self-sufficiency.

*Office of the President*

Ryan L. Thomas

451 East 400 North  
Price, Utah 84501

(435) 613-5220  
Fax (435) 613-5422  
E-mail rthomas@ceu.edu

Please be assured that I am totally committed to implement the development activities in pursuit of the objectives outlined in this proposal. This will enable the San Juan Campus to solve problems and deficiencies which stand in our way to becoming a viable and thriving institution of higher education.

Sincerely,

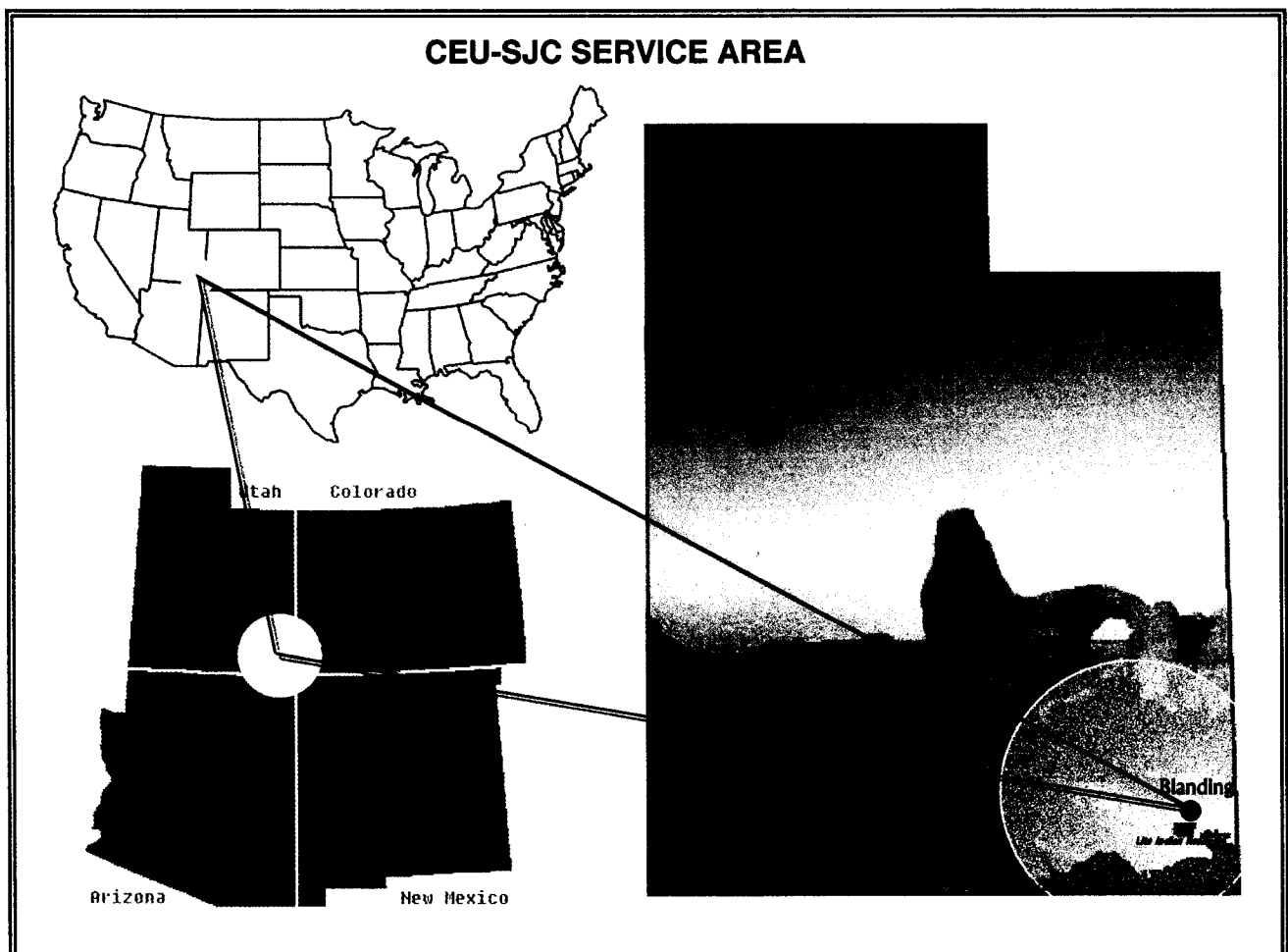
Ryan L. Thomas, President

## PART I. OVERVIEW OF THE INSTITUTION

### A. INSTITUTIONAL NARRATIVE: COLLEGE OF EASTERN UTAH–SAN JUAN CAMPUS

#### 1. MISSION

The College of Eastern Utah is a two-year state supported, community college established in 1938 by the Utah State Legislature. The College consists of two major campuses, each of which satisfies all of the USDOE criteria for designation as a branch campus: the main campus in Price; and the **San Juan Campus (SJC)**, established in 1977, in Blanding – some 200 miles away in extreme southeastern Utah – where this Title III project will be implemented (see map below). The SJC service area includes several small remote communities, most of which are located on the Navajo Indian Reservation.



The College is accredited by the Northwest Association of Schools and Colleges, Utah State Board of Vocational Education, and is a member of the Council for Higher Education Accrediting. The San Juan Campus has routinely been included in accreditation site visits since October 1981. Offerings include Associate of Arts, Associate of Science, Associate of Applied Science, and five certificates of completion.

According to its mission statement:

*“College of Eastern Utah is committed to the highest standards of instruction and learning. The College prepares students for certification, degree, or transfer programs. We strive to help instill the curiosity and skills necessary for a student to continue learning throughout life.”*

*“The College of Eastern Utah – San Juan Campus adheres to the mission and goals of the college by providing associate degrees, short-term vocational training, continuing education, and student support services to the residents of the Four-Corners area. It meets a unique need by providing services to culturally diverse communities in which Native Americans and Anglo-Americans share an interest in education and training. The diverse student population, English as a Second Language, and a curriculum infused with Native American content are emphasized.”*

In carrying out its mission, SJC recognizes the uniqueness of the area by making concerted efforts to reach non-traditional and disadvantaged students through specialized courses, programs, and support services. These efforts are recognized in the quote from the October 2001 Northwest Accreditation report found on page 19. SJC is poised for the challenges that will stimulate its pursuit of self-sufficiency through the 21<sup>st</sup> Century.

SJC literally emerged through local grass roots efforts to bring postsecondary education to a severely neglected population in geographically isolated communities of southeastern Utah, particularly Native Americans. SJC is the only Utah postsecondary facility serving the remote “Four Corners” region of southeastern Utah, northeastern Arizona, southwestern Colorado, and northwestern New Mexico (approximately 13,300 square miles). The SJC service area is nearly as large as Connecticut, Delaware, New Jersey, and Rhode Island combined.

The service area is geographically isolated from commerce, business, cultural, and education centers. Access to the nearest four-year institutions of higher education in Utah necessitates traversing two mountain ranges and traveling distances of 278, 319, and 350 miles. Paved highways are few and commercial transportation is nonexistent. Most of the Native American people residing in the service area live in small “camps” on isolated reservation lands scattered over an area of nearly 8,000 square miles.

The system for governance of higher education in Utah varies significantly from that of most states. Under Utah law, the Board of Regents, a 16 member body appointed by the governor to serve 6 year terms, is “*vested with the control, management, and supervision of the institutions of higher education*” (Utah Code, Section 538-1-103). In addition, each college has a separate 10 member Board of Trustees, who are also appointed by the governor and serve 4 year terms. Duties and responsibilities of the Board of Trustees include: 1) approval of all institutional policies and procedures which regulate students and employees; 2) appointment of faculty and staff; 3) approval of budget requests submitted to the Board of Regents; and 4) strengthening community and alumni support for the goals and programs of the college.

The president has the ultimate authority and responsibility for all aspects of the college. To assist in the administrative and supervisory functions, a vice president has been appointed as the chief executive officer at the San Juan Campus.

## **2. STUDENT CHARACTERISTICS**

According to the **Utah System of Higher Education (USHE) Data Book, 2002/03**, Fall 2001 enrollment totaled 458 headcount with a full-time equivalent of 305. Ethnic minorities comprised 54% of the enrollment, with 50.5% being Native American. There are several other distinguishing student characteristics which place SJC in a strategic position for impacting the lives of disadvantaged populations: 32% have not had appropriate guidance for determining a

field of study; 62% are female; 64% Pell eligible; 33% single parents; 83% low-income; 79% first generation college; and 35% disadvantaged. These, along with additional characteristics, are illustrated in the following chart.

**STUDENT CHARACTERISTICS  
FALL 2001**

Characteristics	Number		Percentage
	FTE	Headcount	
<b>Total Enrollment</b>	305	458	
Freshman	89	134	29.3%
Sophomore	120	180	39.2%
Unclassified	96	144	31.5%
Full-Time	168	253	55.2%
Part-Time	137	205	44.8%
<b>Gender</b>			
Male	117	176	38.5%
Female	188	282	61.5%
<b>Residency</b>			
Resident	304	456	99.0%
Non-resident	1	2	1.0%
<b>Ethnicity</b>			
White, non-Hispanic	138	207	45.1%
Native American	154	231	50.5%
Hispanic	9	13	2.9%
Black	1	1	0.2%
Asian/Pacific Islander	1	2	0.4%
Unknown	2	4	0.9%
<b>Age</b>			
Range		17-64	
Average		25	
<b>Financial Aid</b>			
Pell Eligible	195	291	64.0%
<b>Single Parent</b>	15	101	33.0%
<b>Displaced Worker</b>	2	3	0.6%
<b>Disabled</b>	31	46	10.0%
<b>Low-Income</b>	253	382	83.0%
<b>First Generation College</b>	275	361	79.0%
<b>Disadvantaged</b>			35.0%

\*SJC has established criteria for classifying disadvantaged students. In addition to academic performance (below 2.75 GPA), a student must meet at least three of the following characteristics:

- low-income (Pell eligible <150% poverty level)
- first generation college
- minority (ethnic/limited English proficient/English as a second language)
- single parent
- disabled (according to Division of Rehabilitation Services)
- anti-social behavior (arrest record/substance abuse/gang association)
- non-traditional (age)
- geographic isolation (reside in rural, isolated community)

SJC service area includes the largest Native American populated region in the United States, serving primarily members of the Navajo and Ute tribes. Hispanics rank second among ethnic minorities. Based on information from the **Chronicle of Higher Education: Almanac, 2001/02 and USHE Data Book, 2002/03**, this not only represents the largest enrollment of Native American students at any state institution of higher education in Utah, but other than tribally controlled Indian colleges, SJC has the highest percentage of Native American students of any public supported institution in the nation (50.5%).

### 3. FACULTY CHARACTERISTICS

Among the greatest strengths of SJC, as will be presented in a later section, are its faculty and staff. Such terms as “*quality*,” “*competent*,” “*respect*,” “*appreciation*,” “*dedication*,” and “*commitment to culturally diverse students*” routinely appear in reports, correspondence, and articles. SJC has maintained an impressive history of outstanding faculty. The faculty has consistently been highly rated by students. 77.8% have attained a master’s degree or higher. Almost all faculty are either tenured or tenure track.

<b>FACULTY CHARACTERISTICS (Fall Semester 2002)</b>				
Full-time Faculty	10	5	15	100%
Doctorate Degree	4	0	4	26.7%
Master's Degree	3	5	8	53.3%
Bachelor's Degree	0	0	0	0%
Associate Degree	1	0	1	6.7%
Certificate	2	0	2	13.3%
Tenured	5	2	7	46.7%
Tenure Track	2	2	4	26.7%
Non-Tenure Track	3	1	4	26.6%
Adjunct Faculty	14	5	19	
Faculty:Student Ratios	—	Full-time	1:17	
		Full-time and Adjunct	1:11	

## B. COMPREHENSIVE DEVELOPMENT PLAN

### 1. STRENGTHS, WEAKNESSES, AND PROBLEMS

A cadre of strengths, weaknesses, and problems emerged through the planning process which is described on pages 28-31. Several critical concerns were identified that must be addressed to enhance student success and strengthen institutional stability. A series of goals, objectives, and strategies were also generated and will be presented in subsequent sections. These were accepted by the administration, faculty, staff, and Board of Trustees and approved for inclusion into the Comprehensive Development Plan.

#### a. Academic Programs

##### 1) Strengths

##### a) Dedicated and competent faculty and staff

SJC faculty expect the best of their students and offer excellence in return. Of the full-time faculty, 28% have doctorates and 50% have masters degrees in their respective teaching disciplines. They represent a wide spectrum of knowledge and broad backgrounds. Instructors are dedicated and demanding, but always fair to their students. While many have had



opportunities to teach at other institutions, because of their affinity to the area and the people, they have chosen to make southeastern Utah their home.

Professional staff are equally committed to student success and to the institution. All bring to their assignments a myriad of formal training and experience that makes them professionals in their fields. Of the full-time professional staff, 85% have at least a bachelors degree, with 22% having a masters or doctorate.

b) Faculty:Student ratio

Taking into account both full-time and adjunct, the faculty:student ratio at SJC is 1:11. This compares quite favorably with the ratio of 1:19 for all community colleges in the Utah System of Higher Education. It is further noted that the average class size is 10. This compares to an average of 21 for the State of Utah (**USHE Data Book, 2002/03**). National data on class size is not available. This provides opportunities for greater individualized attention by instructors.

In **campus surveys**, faculty access was one of the most positive features that students enjoy at SJC. This faculty:student ratio and low class size enhances students' chances for a successful experience in their first two years of college.

2) Weaknesses

a) Limited variety of student life services and marginal engagement by students

SJC lacks a comprehensive student life program that integrates services to meet the academic, social, and health needs of disadvantaged students. Currently, the SJC Associated Student Government, with a part-time volunteer advisor, attempts to schedule academic enrichment forums, as well as social and recreational functions. According to **SJC-ASG records of activities**, typically, only 10-15% of the students participate in these programs. Little attention is given to health and wellness issues.

Disadvantaged students participate in student life programs at a rate far less than their non-disadvantaged peers. They seldom become involved in academic enrichment or leadership opportunities. The following data indicate the lack of engagement by disadvantaged students.

- Of the 6 elected student officers, only one is from a disadvantaged background.
- Only 27% of students participating in academic enrichment activities such as tutoring, study groups, and forums are classified as disadvantaged.
- Only 12% of out-of-class instructor contacts are by disadvantaged students.

The low engagement in student life by disadvantaged students contributes to high attrition.

b) Lack of family role models

SJC serves a population that has historically had very limited access to higher education opportunities. The **2000 Census** reports that 55% of the disadvantaged population in the service area has graduated from high school, and only 13% has completed a bachelor's degree. Among the Native American population in the service area: 59% of adults have less than a high school education; 10.4% have undertaken any college; and only 3% completed a program of postsecondary education. Consequently, 87% of those attending SJC are first generation college students, resulting in few role models. It is well documented that students who are uncertain about their career goals are at a high risk to drop out of college.

c) Incoming students are ill-prepared

SJC is confronted with a student body which is poorly prepared academically. A high proportion of new freshmen require developmental remediation. This need for remediation is identified by using students' test scores, high school GPA, and individual counseling. Of the disadvantaged students identified Fall Semester 2001, 65% needed two or more developmental courses. For 84% of these students, English is not their primary language (**Institutional**

**Research).** **Diagnostic testing** places 91% of the disadvantaged students in developmental English. These deficiencies are major factors leading to poor academic performance and attrition.

d) Poor coordination between developmental and college level courses

SJC has no bridge that takes the student who needs developmental instruction to college level course work. *“The most apparent need is to change the emphasis of instruction away from transmitting bodies of information toward preparing students to engage... therefore preparing students for upper level course work” (Derek Bok).* From a **cross section** of 75 students Fall Semester 1999 who started with two or more developmental courses and were successful with a C average or higher, only 27% continued on and were successful in their college level course work.

There is no formalized program for new students that brings together the important components to college success, such as: coordination between developmental and college level courses; student service; or early intervention programs. The Campus lacks a forum in which academic and non-academic skills are practiced and incorporated.

e) Academic preparation of faculty and staff is deficient in the use of technology pedagogies and to deliver instruction in the cultural context of the service area

The typical college instructor is a well-educated, highly-motivated individual who is most comfortable using the traditional professional style of teaching—single text, straight lecture, midterm, and final exam. SJC faculty are well-prepared in their academic disciplines. However, this does not necessarily include preparation in teaching pedagogies, and more specifically in the use of current technologies in teaching. Based on a **campus-wide survey** administered Fall 2002, a few (23%) SJC faculty utilize PowerPoint presentations, videos, and CDs in support of their teaching, but most have not been trained in the best use practices of those technologies. Only 9% rated themselves as being proficient in the integration of technology into their curriculum.

80% of SJC instructors received their terminal degree prior to 1990. While they strive to pursue professional development opportunities to stay current in their fields, efforts have not included technology pedagogies. Literature suggests that individuals in this age group are reluctant and cynical concerning integration of technology into their classrooms.

f) Geographic remoteness presents barriers to traditional modes of professional development

SJC is located in a rural setting at great distances from metropolitan centers. For example, Blanding, Utah is at least a six-hour drive from Salt Lake City, Denver, Albuquerque, or Phoenix. It is time-consuming and costly for personnel to access universities where training for technology use in the classroom might be available. To pursue the necessary training requires extensive time away from campus and teaching assignments. Financial costs, both to the individual and the institution, are extreme and escalating.

3) Problems

a) Low graduation/completion rate of disadvantaged students

It is well documented that students most likely to drop out are those who are academically underprepared, first-generation college, or uncertain about their goals. These characteristics, along with the previously addressed weaknesses of a limited student life program, low involvement in academic support services, absence of role models, poor academic preparation, and insufficient personalized services, have resulted in low retention and graduation/completion among disadvantaged students. The cohort year of 2000/01 had a retention rate of only 29%, as compared to 69% for other students. For comparison, national statistics show that 40% of all students who start college fail to earn a degree, with nearly 57% of all dropouts leaving before the start of their second year (Vincent Tinto).

According to **Institutional Research**, in Fall 2000, 96 students were identified as having severe academic problems, with 143 entries on those students (indicating that some students were showing up in more than one class). Of the 143 entries, 39% resolved the problem by withdrawing from the course; 24% received failing grades. Of the students who received failing grades, less than 30% returned the following semester. **Tinto** reports that academic difficulties is one of the major reasons for students leaving college. SJC data show that 30-35% leave for this reason. Without additional support, few of these students will persist to graduation.

b) Low academic performance of disadvantaged students

Students who are inadequately prepared academically face a barrier to college success that seems almost insurmountable. The average high school GPA of disadvantaged students who enroll at SJC from the local service area is 2.57. These students come from small rural high schools with a limited curriculum. Teachers are often assigned to instruct outside of their majors. With the more rigorous requirements of college, these same students' college GPA dropped to a 1.75 average (**Institutional Research**). As noted previously, 65% of these disadvantaged students needed two or more developmental courses. Data revealed that English, math, and science present major barriers to student success. Less than 50% of students enrolled in these disciplines complete with a grade of C (2.0) or above. Only 36% of those who did were able to pass the ensuing course sequence. Contributing factors in these findings are: inflated high school GPAs; economic and social isolation; high poverty levels; limited English proficiency; and first generation college.

At the end of Fall semester 2001, 52% of disadvantaged students had earned less than a 2.0 their first semester of attendance and were placed on academic probation and financial aid suspension. By the end of their second semester, an additional 19% had maintained less than a 2.0 GPA and were placed on financial aid suspension (**SJC Financial Aid Office**).

c) Personnel are not adequately prepared to deliver innovative services in a high technology environment

SJC has reached a critical position in its efforts to serve a widely-dispersed, very diverse population. Technological innovations make it possible to strengthen instruction and student services. However, the use of these very means requires extensive training and support in order to effectively serve the people and communities of the region.

Inasmuch as a majority of SJC personnel received their college education in a pre-technology era, they lack the expertise to utilize it effectively. Personnel need to be proficient to the degree that they are confident in extending assistance to students who are attempting to cross the digital divide, rather than being frustrated and seemingly inept with the electronic tools of education. Faculty and staff are confronted by a digital divide of their own. This applies to those who utilize technology to deliver instruction and/or design online/web-based courses. This separation of technology and humans is particularly challenging for Native American students whose culture is heavily family oriented, replete with human interaction. Personnel must be prepared with skills to build human bridges for disadvantaged students at SJC, particularly Native Americans, to cross the digital divide.

A recent survey (Fall 2002) confirmed that faculty and staff recognize changes in student needs. Furthermore, advances in educational technology mandate corresponding restructuring of classroom methodologies. Studies consistently demonstrate that technology-enhanced infrastructure improves acquisition of basic skills, retention of knowledge, and comprehension. Technology applications have been shown to be highly effective in improving learning for under-prepared, disadvantaged student populations (RDR Associates, Inc., New Connections, Instructional Telecommunication Council, Washington, D.C., 1998). SJC faculty readily acknowledge that they are not adequately prepared to effectively integrate technology into their

classrooms. At the same time, they are fully committed to professional development that will enhance their abilities to meet these challenges.

b. Institutional Management

1) Strengths

a) Commitment to non-traditional and diverse student populations

SJC is ideally situated to serve a diverse student body. The **2000 Census** reports a demographic profile for the service area of 53% Native American. Hispanics comprise the next largest ethnic minority group (7.4%). The Anglo population, at 39.6%, is actually in the minority. Enrollment at SJC reflects this composition. SJC is dedicated to meeting the special cultural and social needs of its students. Each of the major academic disciplines has incorporated Native American materials into its curriculum. For example: math has materials on ethnomathematics; literature a course on Native American literature and philosophy; and astronomy a section on archaeoastronomy.

How successful has this been? NASC wrote in its final evaluation:

*"In spite of conditions that might inhibit operations, the Campus' educational programs can be considered exemplary. . . the instructional staff, both full and part-time, demonstrates a high level of commitment to the Campus' objectives and purposes. . . the success of the Campus in meeting the needs of non-traditional students is unique."*

b) Partnerships/Alliances

External partnerships and alliances have been an integral part of SJC since its inception. In fact, it was through such that SJC had its beginning. The San Juan Education Advisory Council was created in August 1977, just two months before the Campus was officially designated as a recognized unit of the Utah System of Higher Education. This Council has functioned without interruption since that time. The Advisory Council bylaws state that it is, *"A partnership organized to promote the purposes of education and training for the residents of southeastern Utah and the*

*surrounding Four Corners Region.*” Membership of the Advisory Council is comprised of representatives from 19 different agencies, community groups, political entities, and local citizens. It is a dynamic group which has remained committed to the students and the programs of SJC and continues to play an important role in the ongoing operations and future planning.

## 2) Weaknesses

### a) Lack of technological stability and support staff impedes the delivery of services

The SJC service area comprises 13,300 square miles which is covered by one technical support person. This person is responsible for all SJC computer equipment. The distance factor of 90 to 150 miles round trip creates unacceptable down time. With limited technical support staff, only minimal service can be provided. For students who struggle academically under the best of conditions, this presents insurmountable odds against achieving their academic goals.

On average, at least once a week, technology failures disrupt classes and services. The incidence of equipment failure at distant sites is considerably greater. Based on information from the **Office of Institutional Research**, students at the more remote sites drop out at an alarming rate (45-50%), at least in part because they fall so far behind the rest of the class due to equipment failure. Problems range from antiquated phone lines, FAX machines, computers, lack of personnel, to weather that affects the microwave transmission system. Issues relating to phone lines and microwave will be largely resolved in the near future, through plans by the State to go from analog to digital technology.

### b) Disparity between existing and emerging technology

While developments such as telecommunications and interactive video are providing the mechanisms for technology-enhanced delivery of education, SJC does not have the staff nor resources to remain current with these emerging initiatives. Three major challenges which



confront the Campus that are impacted by technology are academic integrity, efficiency, and ability to be competitive.

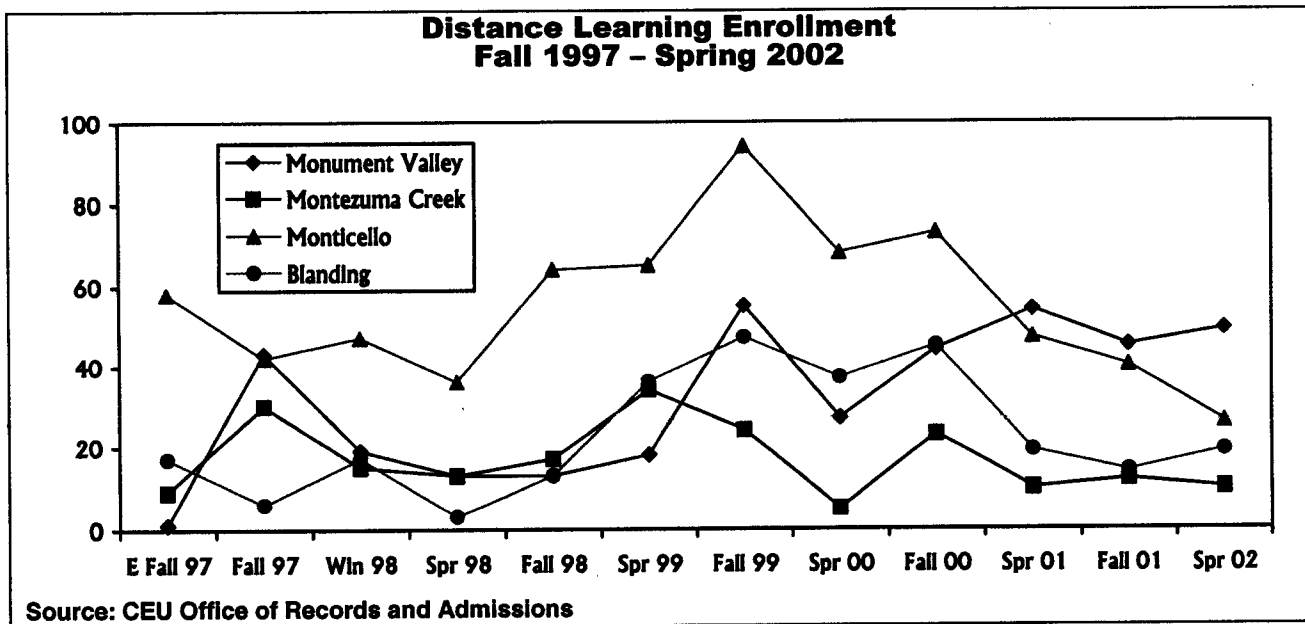
As a result of rapid advancements in information technology, costs for modernization, and very limited financial resources, technology tools are few and somewhat outdated. As a result, SJC is not able to adequately prepare students to live and work in an information era.

### 3) Problem

#### a) Low utilization of technology in meeting the needs of disadvantaged students

Efforts to stay current in the utilization of technology in teaching and learning have been insufficient. While state-of-the-art infrastructure was installed in the early 1990's, state appropriations have become non-existent for equipment or capital outlay, due to budget shortfalls in the state economy. Consequently, SJC Associated Student Government consulted with administration and allocated a portion of student fee revenue towards technology support. As a result, funding for hardware and software upgrades has been acquired primarily through student fees and external resources. Support for professional development has also been inadequate. Needed improvements have been identified as upgrading of classroom equipment, as well as training faculty and staff to address deficiencies in meeting the academic and support services needs of the students. Both computer hardware and software must be upgraded to assist disadvantaged students in tutoring, mentoring, counseling, and academic advising during the critical freshman year.

One of the most serious deficiencies in technology relates to distance education. Records illustrate a very discouraging history regarding enrollments in distance education courses at remote sites within the service area, as noted in the following chart.



Infrastructure has been established to provide the classes through distance education at each of these remote sites; however, obsolete electronic classroom equipment and the lack of on-site technical support personnel have hampered efforts to successfully reach a larger number of students at these locations. Recent **community surveys** substantiate the need and interest in providing more and better services.

Furthermore, faculty and staff indicate a strong desire to upgrade their training and skills in order to provide better services to students. Faculty, in particular are not adequately prepared to effectively integrate technology into the classroom setting. Where faculty have integrated technology, it is apparent that the teaching and learning process is much more effective.

c. Fiscal Stability

1) Strengths

a) Line-item appropriation

Line-item appropriation for SJC as a separate fiscal unit assures autonomy in planning for current programs and for the future. Recognition as a separate, independent unit by the Utah State Legislature is a distinction enjoyed only by SJC and the branches of the state land-grant

university. Achieving that status was a landmark accomplishment and has allowed for operation of a separate budget committee with decision-making authority for departmental budgets.

b) Conservative fiscal management

Since its inception in 1977, SJC administration has demonstrated responsible fiscal management, which has resulted in strong direction and leadership for departmental heads. Guidance is given by the vice president, deans, and accountant in managing budgets within the constraints of finances received through state appropriations, tuitions, and fees. On the rare occasions when budgets are overspent, transfers are facilitated and safeguards imposed to prevent future occurrences. As a result, SJC budgets consistently operate in the black.

c) Auxiliaries are fiscally stable

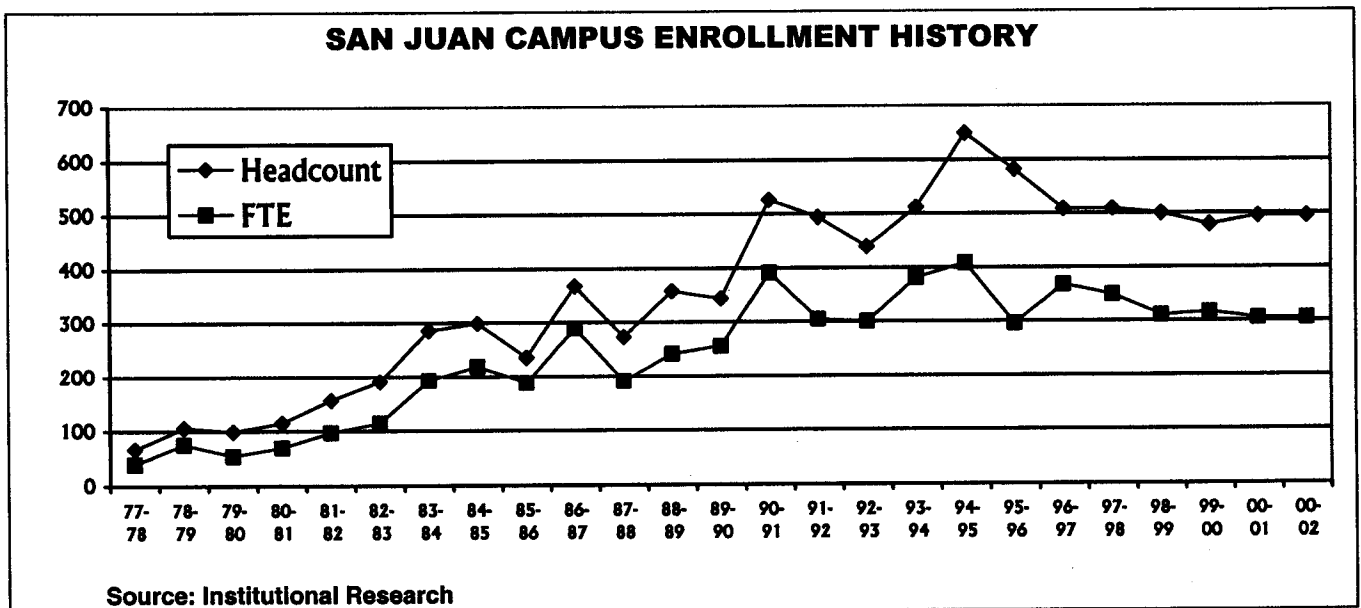
Fiscal stability of the auxiliaries, which includes student housing, food service, and bookstore, has been documented through **audit reports**. State statute and Board of Regents policies mandate that college auxiliaries operate independent of any institutional subsidy. This means they essentially function similar to a private business which must cover all operational costs, including salaries, from generated revenue. At a small institution, such as SJC, that can be a major challenge, making it vital that adequate numbers of students patronize these auxiliaries. The proposed objectives and strategies to increase enrollment and retention will further enhance fiscal stability of the auxiliaries.

2) Weaknesses

a) Declining enrollments

SJC experienced a rather favorable growth pattern from its inception in 1977/78 until 1994/95, from 66 to 648 students. The next seven years saw a steady decrease, to 458 in 2001/02. While the weakened economy, during this period of declining enrollments, had a detrimental

impact on the ability for many students to meet the costs of college attendance, it was particularly devastating for low-income populations in outlying communities. Significant numbers of these individuals simply could not afford the costs for travel, housing, and child care. Further impacting SJC was a change in the higher education statistical formula for tabulating enrollment figures. This statistical calculation favored urban colleges and universities and had an adverse impact on rural community colleges, such as SJC.



**b) Current economic crisis adversely impacts institutional support**

By law, states are required to balance their budgets each year. With the downturn in the economy, particularly since September 11, 2001, all states have had to make major budget cuts. Utah was no exception. Even after passing a budget that reflected a 2.5% decrease in funding for higher education, an additional 1.9% reduction was imposed. Another reduction is expected before the end of the year. In reality, this often results in a multiplier effect, not only in state appropriations, but also in lost revenues from tuition and fees due to elimination of programs/courses. The impact is magnified for smaller colleges.

c) “Economies of scale” for a small institution increases the burden of maintaining comprehensive services

SJC is a small institution with an average class size of 10. Obviously, this is to the benefit of students, but a tremendous economic disadvantage to the Campus. Theoretically, there would be little additional instructional costs for much larger classes, yet the revenues from tuition would be considerably greater. A similar scenario applies to student fees, bookstore, housing, and food services. This also extends to such functions as administration, accounting, purchasing, and utilities. There are certain basic costs that would be similar to those of a larger institution.

In order to adhere to accreditation demands, even small colleges must maintain a reasonable degree of quantity, with a level of quality that is comparable to larger institutions. One might question the logic of operating under such conditions. America continues to be characterized by numerous small, rural communities that are geographically isolated from centers of population. Small colleges are often the “lifeblood” of many of these communities, the one hope for breaking the cycle of poverty. This is certainly true for the residents of the SJC service area. Even with the challenges surrounding “economies of scale,” SJC is dedicated to providing postsecondary education, with a special emphasis on disadvantaged populations.

d) Traditional financial resources are inadequate to support essential technologies

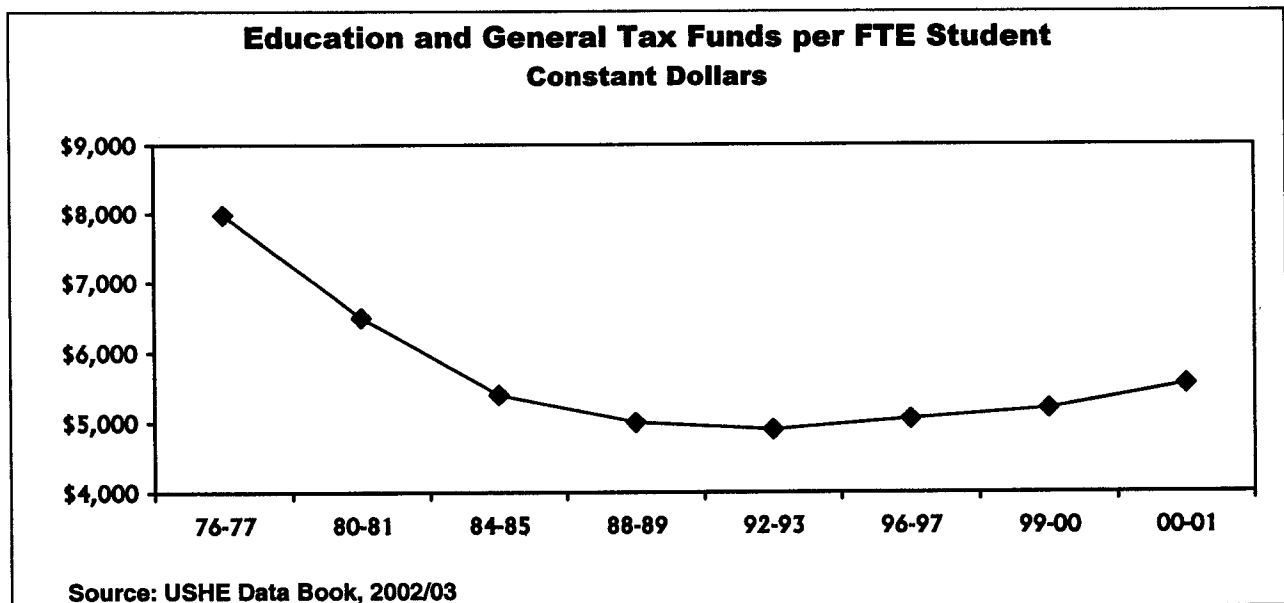
Since 1997, state funding to upgrade the technology infrastructure has dwindled to almost nothing. In 2001/02, the State Legislature approved a one-time appropriation of \$22,100 for support of technology at SJC. Then, as a result of a statewide budget cut, this was reduced to \$11,050, to be divided between two departments with over 300 computers, related networks, servers, switches, printers, and software. It became necessary to divert instructional funds to accommodate minimal upgrades. Projections for the immediate future are not any more encouraging.

### 3) Problems

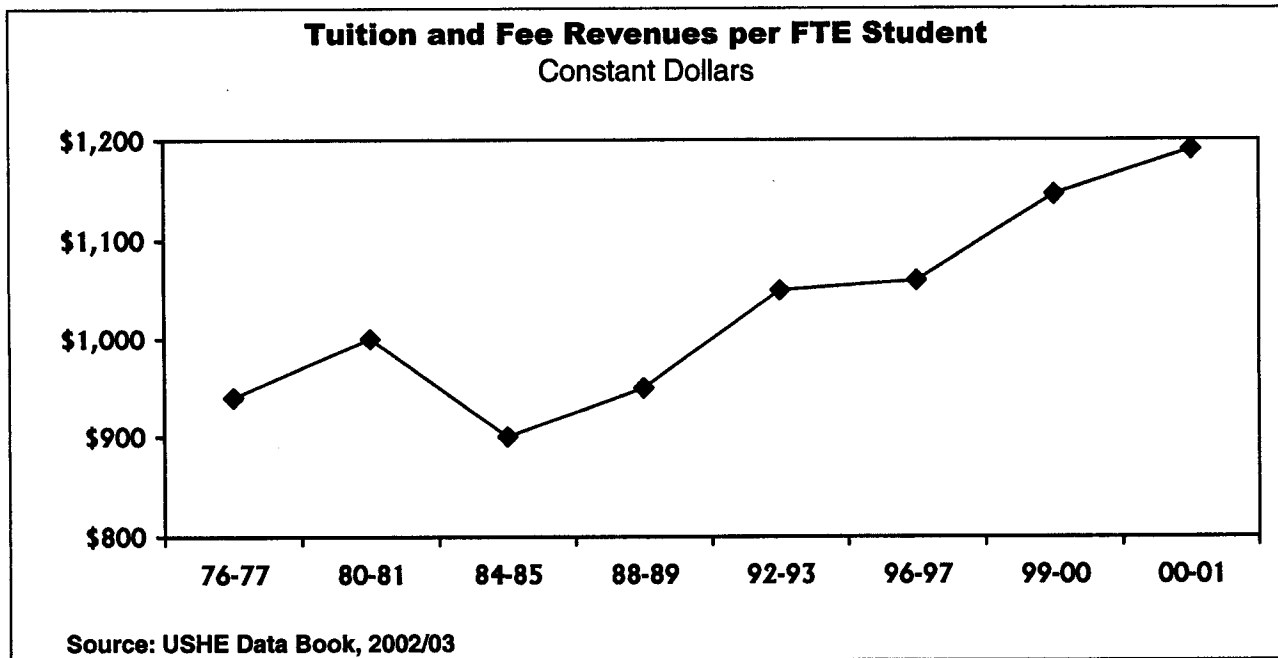
- a) Low state financial support to accommodate challenges of student diversity and geographic isolation

The trend has been to pass on an increasing share of the cost of higher education through raises in tuition and fees. These increasing student costs have had the demoralizing effect on low income students of not being able to afford a college education.

The following chart illustrates a 24-year history of State appropriations for the College of Eastern Utah, which includes the San Juan Campus. From a high of nearly \$8,000, appropriations have declined to \$5,500 per full-time equivalent student.



During this same period of time, as depicted in the following graphic, tuitions and fees have increased from around \$920 to nearly \$1,200. Thus, as state funding has decreased by some 30%, tuitions have increased by a comparable rate. As the overall support for higher education in Utah has decreased significantly, the burden on students has nearly doubled.



b) High costs associated with upgrading technology

According to the COSTS project (**Cost of Supporting Technology Services in Colleges and Universities**) at Hamilton College, the typical replacement cycle for technology infrastructure is: computers—3-5 years; central servers—3-4 years; networking electronics—5-6 years. SJC distance education infrastructure was installed in 1995/96. Now, almost 7 years later, the need to upgrade key infrastructure components is critical. While some minor components have been upgraded, when limited funding was available, much of the technology system no longer satisfies current operating standards.

Plans have been made to expand the bandwidth of the distant education “backbone” that serves SJC to triple the current capacity. This is to be accomplished during Spring 2003. Upgrading outdated analog equipment to a digital system will be an expensive process. Local and state resources have been committed for these upgrades and expansions.

A new, smaller and less expensive H.323 conference station system, with a camera/microphone connected to a monitor, can be installed in virtually any distance education site for

as little as \$3,300 to \$5,500, depending on system features and class size. Combining the current EdNet system with this less expensive technology can dramatically expand services to allow more flexibility in scheduling and transmission/receiving functions. Other equipment costs to upgrade existing classroom sites include computers, monitors, and component improvements.

## 2. PLANNING PROCESS

For many years, the College of Eastern Utah, including the San Juan Campus, relied on an informal planning process with extensive utilization of advisory committees, and monitoring of progress by top level executives. With expanded roles, increased student diversity, declining financial resources, and changing needs of industry, it became apparent that a more formal system must be initiated.

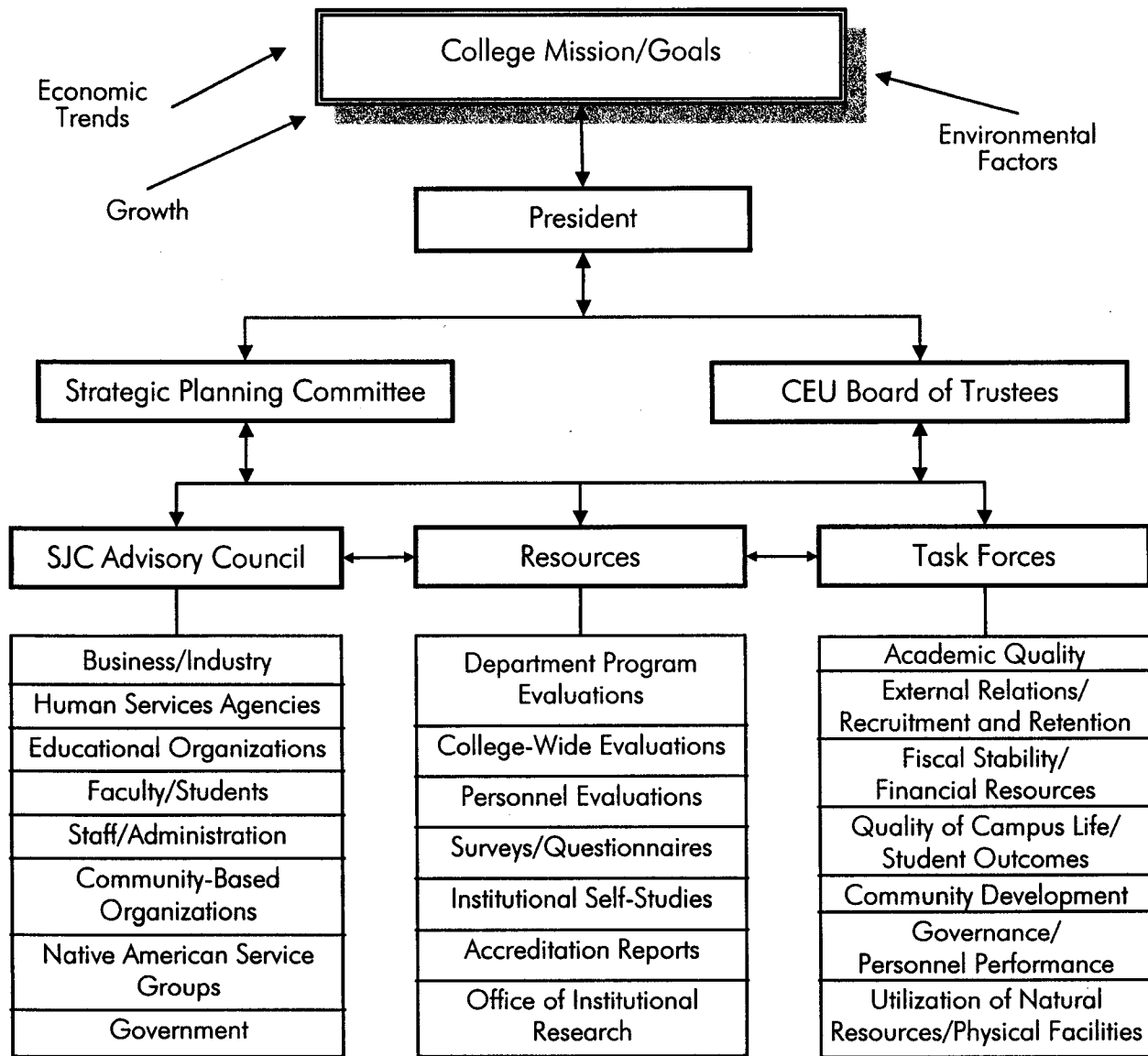
Each president, since 1985, promoted long-range planning as an important function. Following the accreditation visit by the Northwest Association of Schools and Colleges (NASC) in October 2001, newly appointed president Dr. Ryan Thomas determined that the planning process must be given greater emphasis. This was partially in response to a recommendation from NASC—

*“The college should adopt broad-based processes for planning and evaluation that clearly identify strategic institutional goals, that provide measures of effectiveness for these goals, and that continually monitor attainment of these goals.”*

As a result, President Thomas initiated a modification of the eco-system planning model developed by Banning and Kaiser (see following page). The central premises of this model are: (1) systems should reflect institutional mission and values; and (2) institutional systems or environments have a symbiotic relationship with campus constituents and their behaviors. Such a model requires the participation of all constituent groups (administration, faculty, staff, students, community, industry) to identify major planning themes. This participation was facilitated through a series of meetings held in all communities, including those within SJC service area.



## CEU-SJC Strategic Planning: ECO System Model



Discussions resulted in the identification of various focus task forces with the following emphases: (1) academic quality; (2) recruitment and retention; (3) personnel performance; (4) quality of campus life; (5) fiscal viability; (6) governance; and (7) community needs. Interactive meetings were held bi-weekly, followed by reports to the general Strategic Planning Committee on the second and fourth Thursdays of each month.

Each task force was instructed to work within the parameters of growth, economic trends, and environmental factors which might affect the Campus over the ensuing five to ten years.

Four sequential steps were outlined.

STEP 1: Analysis of strengths and problems which might enhance or impede the Campus's ability to fulfill its mission.

STEP 2: Identification of national, state, and local trends which were likely to affect the Campus, students, and communities.

STEP 3: Identification of special needs of SJC and potential opportunities to improve the scope and quality of academic programs, services, and administration.

STEP 4: Adoption of goals, objectives, strategies, and measurable outcomes which were compatible with the mission and the special needs of the institution.

SJC was particularly active on each of these task forces, and the effort produced SJC-specific, as well as college-wide goals, objectives, and strategies. Four broad areas were determined to have a major impact on the long-range stability of SJC.

- Increasing enrollment, academic success, and retention, with a focus on disadvantaged students.
- Improving personnel performance, particularly in such areas as technology and student diversity.
- Overcoming adverse effects of the "digital divide."
- Increasing financial support to compensate for the depressed economy of the state and declining appropriations for higher education.
- Enhancing opportunities for disadvantaged students to pursue employment relating to local workforce needs, identified as health professions and teacher education.

A task force was assembled to determine the significance of the broad planning areas and to refine goals, objectives, and strategies whereby SJC might enhance student success, particularly for disadvantaged students, and move the Campus toward greater self-sufficiency.

The process has no termination date, since it is a dynamic effort which will be ongoing and evolving on a continual basis. As goals are accomplished, new ones will be identified and addressed, with the addition of new task forces and members as appropriate.

President Thomas presented the planning model to NASC in January 2002. According to NASC, *"CEU has begun a system-wide planning and evaluation model which, if followed, will result in an adequate and appropriate response to the Accreditation Team's recommendation."*

### 3. KEY OVERALL GOALS AND MEASURABLE OBJECTIVES

From the aforementioned planning process emerged a series of institutional goals and major objectives, which are in harmony with the role and mission of SJC. A cadre of performance indicators were also developed for each major objective. To avoid redundancy and conserve space, those performance indicators which will apply to the Title III project are presented later. It is also noted that, to conserve space (particularly in the implementation strategies charts within the Activity), objectives which might be impacted by common components have been consolidated into a single objective statement. Task forces were very careful to ensure that objectives and performance indicators were presented in measurable terms, along with specific time frames, to facilitate the assessment of progress in overcoming identified weaknesses and problems. The following chart gives a composite of these goals and objectives. Those which are proposed to be addressed by Title III are indicated by an asterisk (\*). The pound sign (#) denotes goals which will be addressed partly by Title III, but primarily from other resources.

## ACADEMIC PROGRAMS

### \*Goal 1. To increase academic success of disadvantaged students.

\*Objective 1.1. By September 2008, the average grade point average for disadvantaged students will have increased from 1.75 to 2.50 (43% increase); with at least 50% achieving a minimum GPA of 2.45.

### \*Goal 2. To increase graduation/completion rates of disadvantaged students.

\*Objective 2.1. By September 2008, the graduation/completion rate of disadvantaged students will have increased from 28% to 40% (43% increase).

### Goal 3. To increase the transfer rate of disadvantaged students to four-year colleges/universities.

Objective 3.1. By September 2008, the transfer rate of disadvantaged students to four-year colleges/universities will have increased from 49% to 65% (33% increase).

## INSTITUTIONAL MANAGEMENT

### \*Goal 4. To increase the proficiencies of administrators, faculty, and staff in utilizing technology to enhance services for disadvantaged students.

\*Objective 4.1. By September 2008, the percentage of administrators, faculty, and staff using information technology and interactive multimedia will have increased from 23% to 75% (226% increase).

### Goal 5. To increase access and utilization of technology by disadvantaged students who are adversely affected by the digital divide.

Objective 5.1. By September 2008, the rate of disadvantaged students accessing educational information online will have increased from 45% to 90% (100% increase).

Objective 5.2. By September 2008, the rate of enrollment of disadvantaged students in distance education classes will have increased from 34% to 60% (76% increase); withdrawals will have decreased from 50% to 70% (60% decrease); average GPA will have increased from 1.9 to 2.6 (37% increase).

## FISCAL STABILITY

### \*Goal 6. To increase access, particularly of disadvantaged students.

\*Objective 6.1. By September 2008, the enrollment will have increased from 458 to 600 (31% increase); including an increase in disadvantaged students from 158 to 250 (58% increase). *Note: This will result in an increase in the percentage of disadvantaged students from 34% to 42%.*

Objective 6.2. By September 2008, a resource development office will have been established.

Objective 6.3. By September 2008, SJC will have been successful in acquiring at least \$250,000 in new revenues to enhance programs and services, including: overcoming barriers of geographic isolation and student diversity; integration of technology; professional development; program quality and quantity; and student transfer preparation.

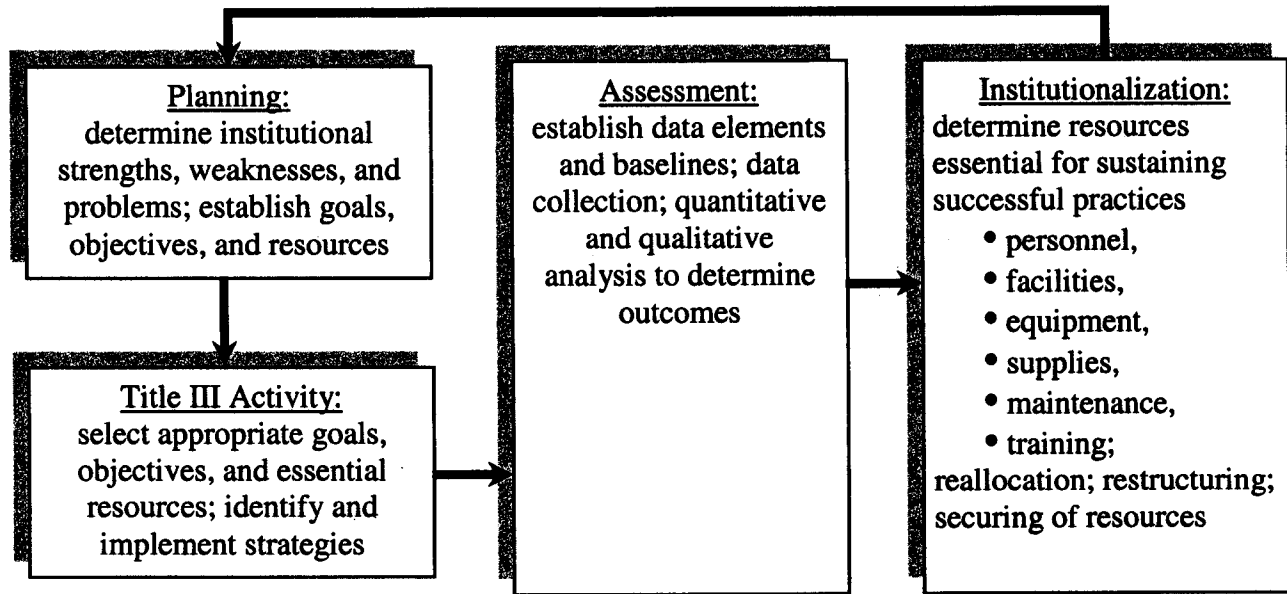
Responsibilities within the structure of SJC are organized into four functional areas: administration; instruction; student services; and financial services. While one goal may have more impact on a particular functional area than the others, achievement will necessitate institution-wide commitment. Goals are not considered to be mutually exclusive; rather, they are broad statements of desired outcomes that require cohesive efforts and unified priorities.

Local and state resources are not adequate to accommodate any significant degree of developmental endeavors. It has been determined that to overcome the weaknesses and problems which have been identified as barriers to student success and self-sufficiency, SJC must supplement institutional resources with external funding.

#### 4. INSTITUTIONALIZING PRACTICES AND IMPROVEMENTS

As part of the planning process, careful consideration was given to sustainability. It was agreed that little value would result from developmental effort unless those strategies which proved successful could be maintained following the Title III grant period. Care was taken to: first, focus on those strategies which might be largely completed within the grant period with minimal ongoing costs; identify potential resources that will be committed to accommodate costs for institutionalization; finally, provisions for assuming a portion of anticipated ongoing costs during the grant period, beginning no later than Year 4.

As illustrated in the following flow chart, the Activity selected to be addressed by Title III emerged directly from the SJC strategic planning process which involved the entire Campus community, under the guidance of President Thomas and Vice President McPherson. This provides ownership by all appropriate constituencies and will be the driving force for effective implementation of the proposed strategies for corrective actions and ensure that there is a seamless transition with resources to replace grant funds.

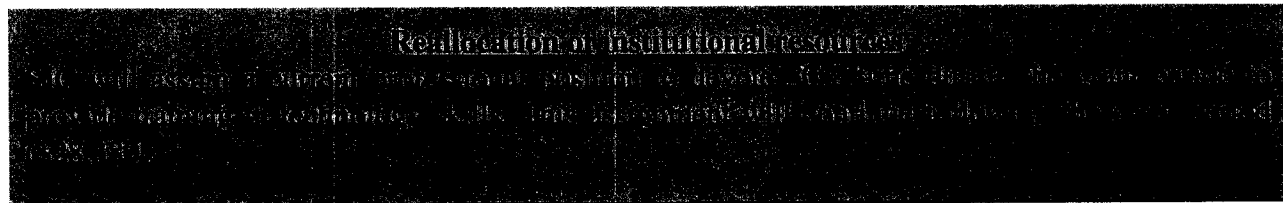


SJC does ensure that successful practices developed under the Title III project will be integrated into institutional operations and sustained beyond the grant period. The proposed strategies integrate new approaches into existing operations thereby minimizing any concern of abandonment or phase-out. It will be noted in the accompanying illustration that institutional resources have been identified to incrementally absorb costs associated with grant functions.

**Additional state appropriation, as a result of increases in enrollment and retention**  
Annualized FTEs are projected to increase by at least 100 during the five-year grant period. Based on the current rate of \$2,010, this would result in an additional \$201,000 annually. The administration has agreed to commit 33% of this increase to institutionalization (\$66,330). Strong support has been indicated by the Legislature for an appropriation for maintenance and replacement of instructional technology (\$50,000).

**Additional tuition revenue, as a result of increases in enrollment and retention**  
With the projected increase of 100 annualized FTE, the current tuition schedule of \$1,296 will generate \$129,600. 33% of these funds have been committed to institutionalization (\$42,768).

**Additional revenues from student fees, as a result of increases in enrollment and retention**  
With a fee schedule of \$374 per FTE, an additional 100 students will generate \$37,400. The administration and Associated Student Government have agreed to commit 30% of this increase to support institutionalization of elements of Title III relating to student enrichment (\$11,200). It has further been agreed to increase student fees by \$20 (\$10/semester) with the total being applied to supporting student enhancement. This would produce an additional (\$8,200).



## SUMMARY

• Additional state appropriation	\$ 100,250
• Additional tuition revenues	\$ 42,770
• Additional student fees	\$ 26,900
• Reallocation of institutional resources	\$ 28,380

---

Total committed for institutionalization	\$ 198,300
--	------------

## SPECIFIC ACTIONS

### Personnel

Student Life Facilitator – SJC will assume 25% of the cost for salaries and benefits in Year 4, 50% in Year 5, and 100% following the grant period.

Technology Trainer(s) – SJC will provide for salary and benefits for a 50% time technology trainer throughout and following the grant period. This position is already included in the SJC budget.

Site Supervisors – SJC will assume the costs of salaries and benefits for one site supervisor in Year 4, two in Year 5, and three following the grant period.

Outreach Developer – This position will not be required following the grant period.

Program Designers – Will not be required following the grant period.

### Travel

Travel costs for interaction between SJC and outreach centers.

### Equipment/Supplies

Costs for maintenance and replacement of technology hardware and software, based on 6-year replacement.

### Other

Rent and utilities for outreach centers have been calculated to average \$1,000/month at each center. Two-thirds of these costs will be paid by other education programs (e.g. adult, vocational, community education).

INSTITUTIONALIZATION PLAN							
Cost Category	Source	Year 1	Year 2	Year 3	Year 4	Year 5	Post-Grant
Student Life Facilitator	Title III	55,090	56,743	58,445	45,149	31,002	
Technology Trainer	Title III	4,896	5,043	5,195	5,350	5,511	
Site Supervisors	Title III	4,403	18,131	32,699	28,850	14,869	
Outreach Developer	Title III	19,393	19,975	20,574	10,596	10,914	
Program Designers	Title III	15,109	15,562	16,029	16,510	-0-	
Travel	Title III	11,301	7,327	9,432	8,168	7,934	
Equipment/Supplies	Title III						
Maintenance/Replacement							
Rent/Utilities	Title III						
TOTAL							179,189

## PART II. DEVELOPMENT/GRANT SPECIFICS

### A. PRIOR TITLE III SUPPORT

The College of Eastern Utah, including both the Price and San Juan Campus, has received no Title III support within the five-year period preceding the date that this grant would begin.

### B. RANKING ACTIVITIES

The proposed Title III grant application is designed as a single, integrated Activity to enhance access, performance, and persistence of disadvantaged students.

### C. ACTIVITY NARRATIVE – ENHANCING ACCESS, PERFORMANCE, AND PERSISTENCE FOR DISADVANTAGED STUDENTS

#### 1. OBJECTIVES AND PERFORMANCE INDICATORS

Major objectives and performance indicators are detailed in the chart that begins on the following page.



**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS**  
**Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

FORM APPROVED  
 OMB No.: 1840-0114  
 EXP. DATE: 12/31/2002

**Activity Objectives and Performance Indicators**

<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>  Goal 1. To increase the academic success of disadvantaged students at SJC.  Objective 1.1. By September 2008, the average grade point average for disadvantaged students will have increased from 1.75 to 2.50 (43% increase), with at least 50% achieving a minimum GPA of 2.75.  <u>Components</u> <ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Summer Bridge</li> </ul>	<b>4. PERFORMANCE INDICATORS</b>  <u>LEARNING COMMUNITIES</u> <u>YEAR 1 (10/1/03-9/30/04)</u> 1.1.1. By January 2004, research on model Learning Community (LC) programs will have been completed. 1.1.2. By May 2004, first LC (level 1) will have been designed. 1.1.3. By September 2004, a facility will have been retrofitted and equipped to accommodate a technology-enhanced Computer-Assisted Learning Lab (CALL) to provide out-of-class support for developmental students involved in LCs, as well as other Activity components. 1.1.4. By September 2004, pilot cohort of 15 first-year developmental students will have enrolled in LC1.  <u>YEAR 2 (10/1/04-9/30/05)</u> 1.1.5. By December 2004, second LC (level 2) will have been designed. 1.1.6. By January 2005, at least 12 pilot cohort students will have enrolled in LC2. 1.1.7. By July 2005, LC1 and LC2 will have been assessed and revised. 1.1.8. By July 2005, third LC (level 3) will have been designed. 1.1.9. By September 2005, second cohort of 20 first-year developmental students will have enrolled in LC1; at least 20 will enroll in LC2; and, at least 10 returning developmental students will have enrolled in LC 3 (pilot cohort). 1.1.10. By September 2005, the average GPA of pilot cohort will be at least 1.85, with 50% achieving a minimum GPA of 2.00.

# GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS

## Title III, Higher Education Act of 1965, as amended by Public Law 102-325

FORM APPROVED  
OMB No.: 1840-0114  
EXP. DATE: 12/31/2002

### Activity Objectives and Performance Indicators

1. NAME OF APPLICANT INSTITUTION: College of Eastern Utah – San Juan Campus	2. ACTIVITY TITLE: Enhancing Access, Performance, and Persistence for Disadvantaged Students
3. MAJOR OBJECTIVES IN MEASURABLE TERMS	4. PERFORMANCE INDICATORS
<p>Goal 1. To increase the academic success of disadvantaged students at SJC.</p> <p>Objective 1.1. By September 2008, the average grade point average for disadvantaged students will have increased from 1.75 to 2.50 (43% increase), with at least 50% achieving a minimum GPA of 2.75.</p> <p><u>Components</u></p> <ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Summer Bridge</li> </ul>	<p><u>LEARNING COMMUNITIES</u></p> <p><u>YEAR 1 (10/1/03-9/30/04)</u></p> <p>1.1.1. By January 2004, research on model Learning Community (LC) programs will have been completed.</p> <p>1.1.2. By May 2004, first LC (level 1) will have been designed.</p> <p>1.1.3. By September 2004, a facility will have been retrofitted and equipped to accommodate a technology-enhanced Computer-Assisted Learning Lab (CALL) to provide out-of-class support for developmental students involved in LCs, as well as other Activity components.</p> <p>1.1.4. By September 2004, pilot cohort of 15 first-year developmental students will have enrolled in LC1.</p> <p><u>YEAR 2 (10/1/04-9/30/05)</u></p> <p>1.1.5. By December 2004, second LC (level 2) will have been designed.</p> <p>1.1.6. By January 2005, at least 12 pilot cohort students will have enrolled in LC2.</p> <p>1.1.7. By July 2005, LC1 and LC2 will have been assessed and revised.</p> <p>1.1.8. By July 2005, third LC (level 3) will have been designed.</p> <p>1.1.9. By September 2005, second cohort of 20 first-year developmental students will have enrolled in LC1; at least 20 will enroll in LC2; and, at least 10 returning developmental students will have enrolled in LC 3 (pilot cohort).</p> <p>1.1.10. By September 2005, the average GPA of pilot cohort will be at least 1.85, with 50% achieving a minimum GPA of 2.00.</p>

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 12/31/2002
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>	
	<p><u>YEAR 3 (10/1/05-9/30/06)</u></p> <p>1.1.11. By January 2006, third cohort of 20 first-year developmental students will have enrolled in LC1; at least 16 returning developmental students will have enrolled in LC 2 (second cohort); and, at least 16 returning developmental students will have enrolled in LC 3 (second cohort).</p> <p>1.1.12. By March 2006, LC1 and LC2 will have been reassessed, modified, and adopted.</p> <p>1.1.13. By March 2006, LC3 will be assessed and revised.</p> <p>1.1.14. By September 2006, fourth cohort of at least 25 first-year developmental students will have enrolled in LC1; third cohort of at least 25 returning/new first-year developmental students will have enrolled in LC2; at least 12 returning students will have enrolled in LC3 (second cohort).</p> <p>1.1.15. By September 2006, the average GPA of LC students will be at least 2.00, with 50% achieving a minimum GPA of 2.15.</p> <p><u>YEAR 4 (10/1/06-9/30/07)</u></p> <p>1.1.16. By January 2007, the fifth cohort of at least 25 first-year developmental students will have enrolled in LC1; at least 30 returning/new first-year developmental students will have enrolled in LC2 (fourth cohort); and, at least 16 returning developmental students will have enrolled in LC3 (third cohort).</p> <p>1.1.17. By March 2007, LC3 will have been reassessed, modified, and adopted.</p>	

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 12/31/2002
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>	
	1.1.18. By September 2007, the sixth cohort of at least 30 first-year developmental students will have enrolled in LC1; fifth cohort of at least 30 returning/new first-year developmental students will have enrolled in LC2; at least 20 returning students will have enrolled in LC3 (fourth cohort). 1.1.19. By September 2007, the average GPA of LC students will be at least 2.20, with 50% achieving a minimum GPA of 2.40. <u>YEAR 5 (10/1/07-9/30/08)</u> 1.1.20. By January 2008, the seventh cohort of at least 30 first-year developmental students will have enrolled in LC1; at least 35 returning/new developmental students will have enrolled in LC2 (sixth cohort); at least 20 returning developmental students will have enrolled in LC3 (fifth cohort). 1.1.21. By September 2008, the average GPA of LC students will be at least 2.50, with 50% achieving a minimum GPA of 2.75. <b>SUMMER BRIDGE</b> <u>YEAR 1 (10/1/03-9/30/04)</u> N/A <u>YEAR 2 (10/1/04-9/30/05)</u> 1.1.22. By December 2004, research on model Summer Bridge (SB) programs will have been completed. 1.1.23. By March 2005, first SB will have been designed. 1.1.24. By September 2005, first SB will have been completed and assessed.	

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 12/31/2002
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>	
<p><b>Outcome: Average GPA of disadvantaged students will have increased to at least 2.50, with 50% achieving a minimum of 2.75.</b></p>	<p><u>YEAR 3 (10/1/05-9/30/06)</u></p> <p>1.1.25. By March 2006, based on assessment of 2005, SB will have been modified for 2006.</p> <p>1.1.26. By September 2006, at least 20 developmental students will have completed 2006 SB, and program will have been assessed.</p> <p>1.1.27. By September 2006, the average GPA of SB developmental students will be at least 2.00, with 50% achieving a minimum GPA of 2.15.</p> <p><u>YEAR 4 (10/1/06-9/30/07)</u></p> <p>1.1.28. By April 2007, SB for 2007 will have been designed.</p> <p>1.1.29. By September 2007, at least 30 developmental students will have completed 2007 SB, and program will have been assessed.</p> <p>1.1.30. By September 2007, the average GPA of SB developmental students will be at least 2.20, with 50% achieving a minimum GPA of 2.40.</p> <p><u>YEAR 5 (10/1/07-9/30/08)</u></p> <p>1.1.31. By April 2008, SB for 2008 will have been designed</p> <p>1.1.32. By September 2008, at least 40 developmental students will have completed 2008 SB.</p> <p>1.1.33. By September 2008, the average GPA of SB developmental students will be at least 2.50, with 50% achieving a minimum GPA of 2.75.</p>	

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS**  
**Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

FORM APPROVED  
OMB No.: 1840-0114  
EXP. DATE: 12/31/2002

**Activity Objectives and Performance Indicators**

<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>
<p><u>ACADEMIC PROGRAMS</u></p> <p>Goal 2) To increase graduation/completion rate of disadvantaged students at SJC.</p> <p>Objective 2.1. By September 2008, the graduation/completion rate of disadvantaged students at SJC will have increased from 28% to 40% (43% increase).</p> <p><u>Components</u></p> <ul style="list-style-type: none"> <li>• Leadership Enhancement</li> <li>• Peer Mentoring</li> </ul>	<p><u>LEADERSHIP ENHANCEMENT</u></p> <p><u>YEAR 1 (10/1/03-9/30/04)</u></p> <p>2.1.1. By August 2004, a freshman level leadership program will have been designed.</p> <p>2.1.2. By September 2004, a freshman level leadership program will have been implemented.</p> <p><u>YEAR 2 (10/1/04-9/30/05)</u></p> <p>2.1.3. By August 2005, a sophomore level leadership program will have been designed.</p> <p>2.1.4. By August 2005, the freshman level leadership program will have been field tested, assessed, and revised.</p> <p>2.1.5. By September 2005, revised freshman level leadership program will continue, and sophomore level program implemented.</p> <p><u>YEAR 3 (10/1/05-9/30/06)</u></p> <p>2.1.6. By June 2006, the freshman level leadership program will have been reassessed, final revisions made, and formally adopted.</p> <p>2.1.7. By August 2006, the sophomore level leadership program will have been field tested, assessed, and revised.</p> <p>2.1.8. By September 2006, the freshman level leadership program will have been incorporated into the SJC catalog, and the revised sophomore level program continued.</p>

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 12/31/2002
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>  <u>YEAR 4 (10/1/06-9/30/07)</u> 2.1.9. By June 2007, the sophomore level leadership program will have been reassessed, final revisions made, and formally adopted. 2.1.10. By September 2007, the freshman level leadership program will have continued, and sophomore level program incorporated into SJC catalog.  <u>YEAR 5 (10/1/07-9/30/08)</u> N/A  <b>PEER MENTORING</b> <u>YEAR 1 (10/1/03-9/30/04)</u> 2.1.11. By December 2003, research on model peer mentoring programs will have been completed. 2.1.12. By March 2004, SJC peer mentoring program will have been designed. 2.1.13. By August 2004, pilot cohort of 12 peer mentors, of whom 6 will be disadvantaged students, will have completed 8 hours of training in retention strategies. 2.1.14. By September 2004, academic support, recreational, and social events will have been scheduled for 2004/05.  <u>YEAR 2 (10/1/04-9/30/05)</u> 2.1.15. By December 2004, second cohort of 12 peer mentors, of whom 6 will be disadvantaged students, will have completed 8 hours of training in retention strategies.	

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 12/31/2002
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>	
	2.1.16. By September 2005, first cohort of peer mentors will have continued at the sophomore level. 2.1.17. By September 2005, academic support, recreation, and social events will have been scheduled for 2005/06. 2.1.18. By September 2005, the graduation/completion rate of disadvantaged students will have increased to at least 30%. <u>YEAR 3 (10/1/05-9/30/06)</u> 2.1.19. By December 2005, the peer mentoring program will have been assessed and revised as deemed appropriate. 2.1.20. By August 2006, third cohort of 12 peer mentors, of whom 6 will be disadvantaged students, will have completed 8 hours of training in retention strategies. 2.1.21. By September 2006, second cohort of peer mentors will have continued at the sophomore level. 2.1.22. By September 2006, academic support, recreational, and social events will have been scheduled for 2006/07. 2.1.23. By September 2006, the graduation/completion rate of disadvantaged students will have increased to at least 32%. <u>YEAR 4 (10/1/06-9/30/07)</u> 2.1.24. By January 2007, the peer mentoring program will have been assessed and revised as deemed appropriate.	



**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS**  
**Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

FORM APPROVED  
 OMB No.: 1840-0114  
 EXP. DATE: 12/31/2002

**Activity Objectives and Performance Indicators**

<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>
<p><b>Outcome: Graduation/Completion rate of disadvantaged students will have increased 43% (from 28% to 40%).</b></p>	<p>2.1.25. By August 2007, third cohort of 12 peer mentors, of whom 6 will be disadvantaged students, will have completed 8 hours of training in retention strategies.</p> <p>2.1.26. By September 2007, second cohort of peer mentors will have continued at the sophomore level.</p> <p>2.1.27. By September 2007, academic support, recreational, and social events will have been scheduled for 2007/08.</p> <p>2.1.28. By September 2007, the graduation/completion rate of disadvantaged students will have increased to at least 36%.</p> <p><u>YEAR 5 (10/1/07-9/30/08)</u></p> <p>2.1.29. By August 2008, fifth cohort of 12 peer mentors, of whom 6 will be disadvantaged students, will have completed 8 hours of training in retention strategies.</p> <p>2.1.30. By September 2008, fourth cohort of peer mentors will have continued at the sophomore level.</p> <p>2.1.31. By September 2008, academic support, recreational, and social events will have been scheduled for 2008/09.</p> <p>2.1.32. By September 2008, the graduation/completion rate of disadvantaged students will have increased to at least 40%.</p>

# GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS

## Title III, Higher Education Act of 1965, as amended by Public Law 102-325

FORM APPROVED  
OMB No.: 1840-0114  
EXP. DATE: 12/31/2002

### Activity Objectives and Performance Indicators

<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah - San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>  Goal 4) To increase the proficiencies of administrators, faculty, and staff at SJC in utilizing technology to enhance services for disadvantaged students.  Objective 4.1. By September 2008, the percentage of SJC administrators, faculty, and staff at SJC using information technology and interactive multimedia will have increased from 23% to 75% (226% increase).  <u>Components</u> <ul style="list-style-type: none"> <li>Professional Development</li> </ul>	<b>4. PERFORMANCE INDICATORS</b>  <u>YEAR 1 (10/1/03-9/30/04)</u> N/A <u>YEAR 2 (10/1/04-9/30/05)</u> N/A <u>YEAR 3 (10/1/05-9/30/06)</u> 4.1.1. By November 2005, 3 professional personnel will have been selected to participate in a degree program in instructional technology. 4.1.2. By December 2005, a comprehensive technology training plan for SJC administrators, faculty, and staff will have been designed, including at least 16 hours of training for Phase I. 4.1.3. By February 2006, hardware, software, and training manuals will have been acquired for Phase I of the technology training plan. 4.1.4. By August 2006, 3 professional personnel will have completed 18 credit hours toward a degree in instructional technology. 4.1.5. By September 2006, at least 75% of administrators, faculty, and staff will have successfully completed Phase I of the technology training plan.  <u>YEAR 4 (10/1/06-9/30/07)</u> 4.1.6. By November 2006, Phase I of the technology training plan will have been assessed and revised as deemed appropriate. 4.1.7. By January 2007, based on assessment of Phase I, content for Phase II of the technology training plan will have been completed, including at least 32 hours of training. 4.1.8. By March 2007, hardware, software, and training manuals will have been acquired for Phase II of the technology training plan.

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 12/31/2002
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>	
Outcome: At least 75% of SJC administrators, faculty, and staff will be proficient in the use of technology to enhance services for disadvantaged students.	4.1.9. By August 2007, 3 professional personnel will have completed an additional 18 credit hours toward a degree in instructional technology. 4.1.10. By September 2007, at least 75% of administrators, faculty, and staff will have successfully completed Phase II of the technology training plan. <u>YEAR 5 (10/1/07-9/30/08)</u> 4.1.11. By November 2007, Phase II of the technology training plan will have been assessed and revised as deemed appropriate. 4.1.12. By January 2008, based on assessment of Phases I and II, content for Phase III of the technology training plan will have been completed, including at least 32 hours of training. 4.1.13. By March 2008, hardware, software, and training manuals will have been acquired for Phase III of the technology training plan. 4.1.14. By September 2008, 3 professional personnel will have completed a degree in instructional technology. 4.1.15. By September 2008, at least 75% of administrators, faculty, and staff will have successfully completed Phase III of the technology training plan.	

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 12/31/2002
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>	
<u>FISCAL STABILITY</u>  Goal 6) To increase access, particularly of disadvantaged students, at SJC.  Objective 6.1. By September 2008, the enrollment at SJC will have increased from 458 to 600 (31% increase); including an increase of disadvantaged students from 158 to 250 (58% increase).  <u>Components</u> <ul style="list-style-type: none"> <li>• Outreach Community Centers</li> </ul>	<u>YEAR 1 (10/1/03-9/30/04)</u> 6.1.1. By December 2003, a remote community in the SJC service area with highest need and interest will have been selected for an outreach center. 6.1.2. By June 2004, facilities will have been developed to initiate educational services at the selected remote site. 6.1.3. By August 2004, a schedule of classes and support services will have been established for 2004. 6.1.4. By September 2004, at least 25 new students will have enrolled at the remote site, 15 of which will be disadvantaged.  <u>YEAR 2 (10/1/04-9/30/05)</u> 6.1.5. By November 2004, a second remote community in the SJC service area will have been selected for an outreach center. 6.1.6. By June 2005, facilities will have been developed to initiate educational services at the second remote site. 6.1.7. By August 2005, a schedule of classes and support services will have been established for 2005. 6.1.8. By September 2005, at least 50 new students will have enrolled at the remote sites, 30 of which will be disadvantaged. 6.1.9. By September 2005, funds will have been obligated to purchase furnishings and equipment for the third outreach center.  <u>YEAR 3 (10/1/05-9/30/06)</u> 6.1.10. By November 2005, a third remote community in the SJC service area will have been selected for an outreach center.	

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 12/31/2002
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>	
<b>Outcome: Enrollment at SJC will have increased by at least 31% (from 458 – 600), including a 58% increase in disadvantaged students (from 158 – 250).</b>	6.1.11. By June 2006, facilities will have been developed to initiate educational services at the third remote site. 6.1.12. By August 2006, a schedule of classes and support services will have been established for Fall Semester 2006. 6.1.13. By September 2006, at least 75 new students will have enrolled at the remote sites, 45 of which will be disadvantaged. <u>YEAR 4 (10/1/06-9/30/07)</u> 6.1.14. By June 2007, a comprehensive, plan for stabilizing and enhancing enrollments and services at outreach centers will have been implemented. 6.1.15. By August 2007, a schedule of classes and support services will have been established for 2007. 6.1.16. By September 2007, at least 105 new students will have enrolled, of which a minimum of 65 will be identified as disadvantaged. <u>YEAR 5 (10/1/07-9/30/08)</u> 6.1.17. By June 2008, the plan for stabilization and enhancement will have been assessed and revised as deemed appropriate. 6.1.18. By August 2008, a schedule of classes and support services will have been established for 2008. 6.1.19. By September 2008, at least 142 new students will have enrolled, 92 of which will be disadvantaged.	

## 2. RELATIONSHIP OF ACTIVITY OBJECTIVES TO THE CDP

In order to maximize the impact of resources that might be made available, SJC proposes to limit this Title III project to a single Activity. This Activity has been designed to incorporate a series of interwoven components that are deemed vital for effectively addressing the goals and objectives outlined in the Comprehensive Development Plan. Achievement of the major objectives will be instrumental in resolving specific problems presented in the CDP that are confronted by disadvantaged student populations: access to postsecondary education opportunities; academic enhancement; graduation/completion; and professional development in utilizing technology.

GOAL	OBJECTIVE	COMPONENT
Increase academic success of disadvantaged students	43% increase in average GPA with 50% achieving a GPA of at least 2.75, by September 2008	<ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Summer Bridge</li> </ul>
Increase graduation/completion of disadvantaged students	43% increase in graduation/completion, by September 2008	<ul style="list-style-type: none"> <li>• Leadership Enhancement</li> <li>• Peer Mentoring</li> </ul>
Increase proficiencies of professional personnel in utilizing technology	226% increase in personnel utilization of information technology and interactive multimedia, by September 2008	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>
Increase access, particularly for disadvantaged students	31% increase in enrollment, including 58% in disadvantaged students, by September 2008	<ul style="list-style-type: none"> <li>• Outreach Community Centers</li> </ul>

## 3. IMPLEMENTATION STRATEGY AND TIMETABLE

As indicated previously, this Activity incorporates a seamless network of interwoven components that build upon one another to provide a comprehensive structure for enhancing success of disadvantaged students. Strategies for addressing each performance indicator, leading toward achieving prescribed major objectives, are detailed in the following charts.

IMPLEMENTATION STRATEGY AND TIMETABLE FORM						
1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus	2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students		Persistence
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		
				From	To	
<b>Objective 1.1. Increasing academic performance – Learning Community (LC)</b>						
<b>YEAR 1 (10/03-9/04)</b>						
1. Appoint Title III Coordinator	President, Vice President	Lynn Lee is identified in the application to fill this position	Lynn Lee will have been appointed as Title III Coordinator.	10/03	10/03	10/03
2. Appoint Activity Director	Vice President, Title III Coordinator	Gail Glover is identified in the application to fill this position	Gail Glover will have been appointed as Activity Director.	10/03	10/03	10/03
3. Select Student Life Facilitator	Activity Dir., Title III Coord, Deans of Students and Instr.	Advertise; screen, interview; select Student Life Facilitator	Student Life Facilitator will have been appointed.	10/03	10/03	10/03
4. Conduct review of literature on LC programs	Activity Director, Student Life Facilitator	Research; select and review literature on LCs	A literature review will have been completed.	10/03	11/03	11/03
5. Identify successful models and visit 2 institutions	Activity Director, Student Life Facilitator	Identify and select two sites with successful LC programs; schedule and visit sites	Two LC sites will have been visited.	11/03	1/04	1/04
6. Select LC model for SJC	Activity Dir., Title III Coord, Deans of Students and Instr.	Select and design LC model	LC model for SJC will have been designed.	1/04	1/04	1/04
7. Identify personnel to develop first LC	Activity Director, Student Life Facilitator	Select personnel to develop first LC	Personnel to develop the first LC will have been selected.	1/04	1/04	2/04
8. Coordinate materials from existing courses and develop new materials for first LC	Student Life Facilitator, Program Designers	Determine competency levels for first LC; assess materials; develop new material	Curriculum for first LC will have been developed.	2/04	2/04	5/04
9. Advertise/Promote first LC	Student Life Facilitator, Community Relations Dir.	Advertise in at least three external sources	First LC will have been promoted and advertised.	5/04	5/04	7/04
10. Retrofit facility for Computer-Assisted Learning Lab (CALL)	Activity Director, Physical Facilities Staff	Identify faculty; design CALL; acquire materials; remodel	Facility will have been completed to accommodate CALL.	10/03	10/03	7/04

IMPLEMENTATION STRATEGY AND TIMETABLE FORM					
1. Name of Applicant Institution:		2. Activity Title:		3. Persistence	
College of Eastern Utah-San Juan Campus		Enhancing Access, Performance, and Persistence for Disadvantaged Students			
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe	
				From	To
11. Determine, acquire, and install hardware and software in CALL	Activity Director, Purchasing Dept. Staff	Determine appropriate hardware and software; advertise and select bids; prepare purchase orders; install	Technology-enhanced CALL will have been completed and ready for student use.	10/04	11/04
12. Determine selection process; select and register students for first LC	Student Life Facilitator, Academic Counselors	Determine criteria; develop screening process; identify qualified students; provide orientation; register students	Selection process will have been determined, and pilot cohort will have been selected and registered.	7/04	9/04
YEAR 2 (10/04-9/05)					
13. Identify personnel to develop second LC	Activity Director, Student Life Facilitator	Select personnel to develop second LC	Personnel to develop second LC will have been selected.	10/04	10/04
14. Coordinate materials from existing courses and develop new materials for second LC	Student Life Facilitator, Program Designers	Determine competency levels for second LC; assess materials; plan new material	Curriculum for second LC will have been developed.	7/04	9/04
15. Advertise/Promote second LC	Student Life Facilitator, Community Relations Dir.	Advertise in at least three external sources	Second LC will have been advertised and promoted.	12/04	1/05
16. Determine selection process; select and register students for Spring 2005 LC	Student Life Facilitator, Academic Counselors	Determine criteria; develop screening process; identify qualified students; provide orientation; register students	Selection process will have been determined, and students will have been registered in Spring 2005 LC.	11/04	1/05
17. Identify personnel to develop third LC	Activity Director, Student Life Facilitator	Select personnel to develop third LC	Personnel to develop third LC will have been selected.	4/05	4/05
18. Evaluate faculty, assess effectiveness, and modify first and second LCs	Activity Director, Student Life Facilitator, Dean of Instruction, Dean of Students, Prog. Designers	Design evaluation forms; conduct peer and student assessments; make appropriate modifications	Assessment and modifications of first and second LCs will have been completed.	3/05	7/05
19. Coordinate materials from existing courses and develop new materials for third LC	Student Life Facilitator, Program Designers	Determine competency levels for second LC; assess materials; plan new material	Curriculum for third LC will have been developed.	4/05	7/05



## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed		4. Primary Participants		5. Methodologies Involved	6. Tangible Results	7. Timeframe
						From To
20. Advertise/Promote Fall 2005 LCs		Student Life Facilitator, Community Relations Dir.		Advertise in at least three external sources	Fall 2005 LCs will have been promoted and advertised.	6/05 7/05
21. Determine selection process; select and register students for Fall 2005 LCs		Student Life Facilitator, Academic Counselors		Determine criteria; screen; identify qualified students; provide orientation; register students	Selection process will have been determined, and students will have been registered in Fall 2005 LCs.	7/05 9/05
22. Evaluate academic status of initial pilot cohort		Activity Director, Student Life Facilitator, Inst. Researcher, Counselors		Collect and analyze data; review and chart student outcomes	Evaluation will have documented average GPA of LC students to be at least 1.85, with 50% achieving 2.0.	7/05 9/05
<u>YEAR 3 (10/05-9/06)</u>						
23. Advertise/Promote Spring 2006 LCs		Student Life Facilitator, Community Relations Dir.		Advertise in at least three external sources	Spring 2006 LCs will have been promoted and advertised.	10/05 11/05
24. Determine selection process; select and register students for Spring 2006 LCs		Student Life Facilitator, Academic Counselors		Determine criteria; screen; identify qualified students; provide orientation; register students	Selection process will have been determined, and students will have been registered in Spring 2006 LCs.	11/05 1/06
25. Reassess, modify, and adopt first and second LCs		Activity Director, Student Life Facilitator, Dean of Instruction, Dean of Students, Program Designers		Conduct peer and student assessments; make appropriate modifications; adopt first and second LCs	First and second LCs will have been adopted.	1/06 3/06
26. Evaluate faculty, assess effectiveness, and modify third LC		Activity Director, Student Life Facilitator, Dean of Instruction, Dean of Students; Prog. Designers		Design evaluation forms; conduct peer and student assessments; make appropriate modifications	Assessment and modifications of third LC will have been completed.	1/06 3/06
27. Advertise/Promote Fall 2006 LCs		Student Life Facilitator, Community Relations Dir.		Advertise in at least three external sources	Fall 2006 LCs will have been promoted and advertised.	6/06 7/06

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed		4. Primary Participants		5. Methodologies Involved	6. Tangible Results	7. Timeframe
						From To
28. Identify, group, and register students according to levels in Fall 2006 LCs		Student Life Facilitator, Academic Counselors		Determine criteria; develop screening process; identify qualified students; provide orientation; register students	Selection process will have been determined, and students will have been registered in Fall 2006 LCs.	7/06 9/06
29. Evaluate academic status of LC students		Activity Director, Student Life Facilitator, Inst. Researcher, Counselors		Collect and analyze data; review and chart student outcomes	Evaluation will have documented average GPA of LC students to be at least 2.0, with 50% achieving 2.15.	7/06 9/06
<u>YEAR 4 (10/06-9/07)</u>						
30. Advertise/Promote Spring 2007 LCs		Student Life Facilitator, Community Relations Dir.		Advertise in at least three external sources	Spring 2007 LCs will have been promoted and advertised.	10/06 11/06
31. Identify, group, and register students according to levels in Spring 2007 LCs		Student Life Facilitator, Academic Counselors		Determine criteria; develop screening process; identify qualified students; provide orientation; register students	Selection process will have been determined, and students will have been registered in Spring 2007 LCs.	11/06 1/07
32. Reassess, modify, and adopt third LC		Activity Director, Student Life Facilitator, Dean of Instruction, Dean of Students, Program Designers		Conduct peer and student assessments; make appropriate modifications; adopt first and second LCs	Third LC will have been adopted.	1/07 3/07
33. Advertise/Promote Fall 2007 LCs		Student Life Facilitator, Community Relations Dir.		Advertise in at least three external sources	Fall 2007 LCs will have been promoted and advertised.	6/07 7/07
34. Identify, group, and register students according to levels in Fall 2007 LCs		Student Life Facilitator, Academic Counselors		Determine criteria; develop screening process; identify qualified students; provide orientation; register students	Selection process will have been determined, and students will have been registered in Fall 2007 LCs.	7/07 9/07
35. Evaluate academic status of LC students		Activity Director, Student Life Facilitator, Inst. Researcher, Counselors		Collect and analyze data; review and chart student outcomes	Evaluation will have documented average GPA of LC students to be at least 2.20, with 50% achieving 2.40.	7/07 9/07

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		
				From	To	
YEAR 5 (10/07-9/08) 36. Advertise/Promote Spring 2008 LCs 37. Identify, group, and register students according to levels in Spring 2008 LCs 38. Evaluate academic status of LC students	Student Life Facilitator, Community Relations Dir. Student Life Facilitator, Academic Counselors Activity Director, Student Life Facilitator, Inst. Researcher, Counselors	Advertise in at least three external sources. Determine criteria; develop screening process; identify qualified students; provide orientation; register students Collect and analyze data; review and chart student outcomes	All LCs will have been promoted and advertised. Selection process will have been determined, and students will have been registered in Spring 2008 LCs. Evaluation will have documented average GPA of LC students to be at least 2.50, with 50% achieving 2.75.	10/07 11/07 7/08	11/07 1/08 9/08	
<b>Objective 1.1. Increasing academic performance – Summer Bridge (SB)</b>						
YEAR 1 (10/03-9/04) NA						
YEAR 2 (10/04-9/05) 39. Conduct review of literature on SB programs 40. Select SB model for SJC 41. Identify personnel to design 2005 SB 42. Determine curriculum and calendar 2005 SB 43. Advertise/Promote 2005 SB	Activity Director, Student Life Facilitator Activity Director, Student Life Facilitator, Dean of Students, Dean of Instr. Activity Director, Student Life Facilitator Activity Director, Student Life Facilitator, Dean of Students, Dean of Instr., Program Designers Student Life Facilitator, Community Relations Dir.	Research; select and review literature Select SB model Select personnel to design 2005 SB Determine competency levels; develop curriculum; calendar events Advertise 2005 SB among LC students	A literature review will have been completed. SB model for SJC will have been selected. Personnel to design 2005 SB will have been selected. 2005 SB program will have been planned. 2005 SB will have been promoted and advertised.	10/04 11/04 12/04 1/05 3/05 3/05	10/04 12/04 12/04 3/05 3/05	

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:		Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed		4. Primary Participants		5. Methodologies Involved		6. Tangible Results	
						7. Timeframe	
						From To	
44. Determine selection process and register students in 2005 SB	Student Life Facilitator, Academic Counselors	Determine criteria; develop screening process; identify eligible students; provide orientation; register students	Students will have been registered in 2005 SB.	4/05	5/05		
45. Assess 2005 SB content	Activity Director, Student Life Facilitator, Academic Counselors	Design assessment forms; conduct assessment; track student progress	Assessment of first SB content will have been completed.	7/05	9/05		
<u>YEAR 3 (10/05-9/06)</u>							
46. Identify personnel to refine and design 2006 SB	Activity Director, Student Life Facilitator	Select personnel to design 2006 SB	Personnel to refine and design 2006 SB will have been selected.	12/05	12/05		
47. Determine curriculum and calendar 2006 SB	Activity Director, Student Life Facilitator, Dean of Students, Dean of Instr., Program Designers	Determine competency levels; develop curriculum; calendar events	2006 SB program will have been planned.	1/06	3/06		
48. Advertise/Promote 2006 SB	Student Life Facilitator, Community Relations Dir.	Advertise 2006 SB among LC students	2006 SB will have been promoted and advertised.	3/06	3/06		
49. Select and register students for 2006 SB	Student Life Facilitator, Academic Counselors	Determine criteria; identify qualified students; provide orientation; register students	Students will have been registered in 2006 SB.	3/06	5/06		
50. Assess 2006 SB content and student outcomes	Activity Director, Student Life Facilitator, Inst. Researcher, Counselors	Design assessment forms; conduct assessment; track student progress	2006 SB content and student outcomes will have been assessed (2.0 GPA; 50% at 2.15).	7/06	9/06		
<u>YEAR 4 (10/06-9/07)</u>							
51. Advertise/Promote and calendar 2007 SB	Student Life Facilitator, Community Relations Dir.	Advertise 2007 SB among LC students	2007 SB calendar of events will have been finalized.	3/07	4/07		
52. Select and register students for 2007 SB	Student Life Facilitator, Academic Counselors	Determine criteria; identify qualified students; provide orientation; register students	Students will have been registered in 2007 SB.	3/07	5/07		

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:		Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		From	To
53. Assess 2007 SB content and student outcomes	Activity Director, Student Life Facilitator, Inst. Researcher, Counselors	Design assessment forms; conduct assessment; track student progress	2007 SB content and student outcomes will have been assessed (2.20 GPA; 50% at 2.40).	7/07		9/07	
<u>YEAR 5 (10/07-9/08)</u> 54. Advertise/Promote and calendar 2008 SB	Student Life Facilitator, Community Relations Dir.	Advertise 2007 SB among LC students	2008 SB calendar of events will have been finalized.	3/08		4/08	
55. Select and register students for 2008 SB	Student Life Facilitator, Academic Counselors	Determine criteria; identify qualified students; provide orientation; register students	Students will have been registered in 2008 SB.	3/08		5/08	
56. Assess 2008 SB content and student outcomes	Activity Director, Student Life Facilitator, Inst. Researcher, Counselors	Design assessment forms; conduct assessment; track student progress	2008 SB content and student outcomes will have been assessed (2.50 GPA; 50% at 2.75).	7/08		9/08	
<b>Objective 2.1. Increasing graduation/completion – Leadership Enhancement</b>							
<u>YEAR 1 (10/03-9/04)</u> 1. Select Student Life Facilitator (see Objective 1, Task 3, page 50)	Title III Coordinator, Activity Director, Selection Committee	Advertise position through appropriate in-house and external media	Student Life Facilitator will have been selected.	10/03		11/03	
2. Provide appropriate training for Student Life Facilitator	Title III Coordinator, Activity Director, Dean of Students	Identify and attend appropriate workshops, conferences, seminars; identify and visit model colleges	Student Life Facilitator will have been trained in student retention strategies.	11/03		3/04	
3. Identify personnel to assist in designing freshman level leadership program	Activity Director, Student Life Facilitator	Determine interest and expertise; select personnel	Personnel will have been selected to design freshman leadership program.	3/04		4/04	
4. Coordinate existing materials and develop new materials/courses for freshman level leadership program	Student Life Facilitator, Program Designers	Review existing materials; revise to include new strategies; develop additional materials	Materials will have been developed for freshman leadership program.	8/04		8/04	

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title: Enhancing Access, Performance, and Persistence for Disadvantaged Students		7. Timeframe	
3. Specific Tasks to be Completed		4. Primary Participants		5. Methodologies Involved		6. Tangible Results	
5. Advertise/Promote freshman level leadership program	6. Select and register pilot cohort for Fall 2004 freshman level leadership program	Student Life Facilitator, Academic Advisors, Mentors		Provide promotional brochures to academic advisors; meet with interested students		Freshman leadership program will have been advertised and promoted.	
		Student Life Facilitator, Academic Advisors, Mentors		Review applications; interview and select applicants; register students		12 freshmen (6 disadvantaged) will have registered for freshman level leadership program.	
<u>YEAR 2 (10/04-9/05)</u>							
7. Identify personnel to assist in designing sophomore level leadership program	8. Register pilot cohort for Spring 2005 freshman level leadership program	Student Life Facilitator, Dean of Students		Determine interest and expertise; select personnel		Personnel will have been selected to design sophomore leadership program.	
		Student Life Facilitator, Academic Advisors		Identify students; enroll students		12 students will have been enrolled in freshman leadership program, Spring 2005.	
9. Coordinate existing materials and develop new materials/courses for sophomore level leadership prog.	10. Assess effectiveness and modify 2004 freshman leadership program	Student Life Facilitator, Program Designers		Review existing materials; revise to include new strategies; develop additional materials		Materials will have been developed for sophomore leadership program.	
		Activity Director, Student Life Facilitator, Academic Advisors, Program Designers, Inst. Researcher		Administer satisfaction survey; administer program evaluation to peer mentors; measure increase in student engagement; modify as deemed appropriate		Freshman leadership program will have been assessed to determine effectiveness in student engagement and modified.	
11. Advertise/Promote Fall 2005 freshman and sophomore level leadership programs	12. Select and register second freshman cohort and sophomores in Fall 2005 leadership programs	Student Life Facilitator, Academic Advisors, Mentors		Provide promotional brochures to academic advisors; meet with interested students		Freshman and sophomore leadership programs will have been advertised and promoted.	
		Student Life Facilitator, Academic Advisors, Mentors		Review applications; interview and select applicants; register students		24 students (12 disadvantaged) will have registered in appropriate leadership program.	
						10/04 11/04	
						12/04 1/05	
						11/04 8/05	
						5/05 8/05	
						6/05 8/05	
						7/05 9/05	

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed		4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe	
					From	To
<u>YEAR 3 (10/05-9/06)</u> 13. Register students for Spring 2006 leadership program		Student Life Facilitator, Academic Advisors, Mentors	Review applications; interview and select applicants; register students	24 students (12 disadvantaged) will have registered in leadership program.	12/05	1/06
14. Reassess effectiveness of freshman leadership program, make final revisions, and adopt		Activity Director, Student Life Facilitator, Program Designers, Inst. Researcher	Administer satisfaction survey; administer program evaluation; measure increase in student engagement; modify as deemed appropriate; adopt freshman leadership program	Freshman leadership program will have been reassessed, revised, and adopted.	4/06	6/06
15. Assess effectiveness and modify 2006 sophomore leadership program		Activity Director, Student Life Facilitator, Academic Advisors, Program Designers, Inst. Researcher	Administer satisfaction survey; administer program evaluation; measure increase in student engagement; modify as deemed appropriate	Sophomore leadership program will have been assessed to determine effectiveness in student engagement and modified.	5/06	8/06
16. Advertise/Promote Fall 2006 leadership programs		Student Life Facilitator, Academic Advisors, Mentors	Provide promotional brochures to academic advisors; meet with interested students	Leadership programs will have been advertised and promoted.	7/06	8/06
17. Select and register third freshman cohort and sophomores in Fall 2006 leadership program		Student Life Facilitator, Academic Advisors, Mentors	Review applications; interview and select applicants; register students	24 freshmen (12 disadvantaged) will have registered for freshman level leadership program.	8/06	9/06
<u>YEAR 4 (10/06-9/07)</u> 18. Reassess effectiveness of sophomore leadership program, make final revisions, and adopt		Activity Director, Student Life Facilitator, Program Designers, Inst. Researcher	Administer satisfaction survey; administer program evaluation; measure increase in student engagement; modify as deemed appropriate; adopt sophomore leadership program	Sophomore leadership program will have been reassessed, revised, and adopted.	4/07	6/07
19. Advertise/Promote Fall 2007 leadership programs		Student Life Facilitator, Academic Advisors, Mentors	Provide promotional brochures to academic advisors; meet with interested students	Leadership programs will have been advertised and promoted.	7/07	8/07

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title: Enhancing Access, Performance, and Persistence for Disadvantaged Students		7. Timeframe	
3. Specific Tasks to be Completed		4. Primary Participants		5. Methodologies Involved		6. Tangible Results	
						From	To
20. Select and register fourth freshman cohort and sophomores in Fall 2007 leadership program		Student Life Facilitator, Academic Advisors, Mentors		Review applications; interview and select applicants; register students		8/07	9/07
21. Institutionalize leadership program		Title III Coordinator, Activity Director, President, Vice President		Identify resources to complete institutionalization		9/07	9/07
YEAR 5 (10/07-9/08)							
N/A							
<b>Objective 2.1. Increasing graduation/completion – Peer Mentoring</b>							
YEAR 1 (10/03-9/04)						10/03	11/03
22. Conduct review of literature on peer mentoring programs		Student Life Facilitator, Student Services Personnel		Research; select and review literature			
23. Select peer mentoring model for SJC		Activity Dir., Student Life Facilitator, Dean of Students		Identify successful mentoring model		11/03	12/03
24. Identify personnel to design peer mentoring		Activity Dir., Student Life Facilitator, Dean of Students		Review expertise of student services personnel		12/03	12/03
25. Complete design for peer mentoring		Student Life Facilitator, Program Designers		Identify components of successful mentoring program; develop mentor manual		12/03	3/04
26. Determine process for selecting peer mentors		Student Life Facilitator, Academic Advisors		Identify priorities; coordinate with advisors; inform prospective mentors		3/04	5/04
27. Select first cohort of mentors and train in retention strategies		Student Life Facilitator, Academic Advisors		Rank mentors according to priority matrix; conduct training		6/04	8/04
28. Enroll first cohort of mentors in freshman level leadership program		Student Life Facilitator, Academic Advisors		Register mentors for freshman level leadership program		8/04	9/04
29. Plan and schedule 26 academic support, 9 recreational, and 9 social events for 2004/05		Student Life Facilitator, Student Council, Mentors		Assign peer mentors to specific committees to plan events		8/04	9/04



## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah-San Juan Campus		2. Activity Title:		Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed		4. Primary Participants		5. Methodologies Involved		6. Tangible Results	
						7. Timeframe	
						From	To
<u>YEAR 2 (10/04-9/05)</u>							
30. Select second cohort of mentors and train in retention strategies		Student Life Facilitator, Academic Advisors		Rank mentors according to priority matrix; conduct training		Second cohort of mentors will have been selected and trained.	
31. Enroll first cohort of mentors in sophomore level leadership program and second cohort in freshman level		Student Life Facilitator, Academic Advisors		Register mentors in appropriate leadership program		12 sophomores and 12 freshmen will have been enrolled in respective leadership program.	
32. Plan and schedule 26 academic support, 9 recreational, and 9 social events for 2005/06		Student Life Facilitator, Student Council, Mentors		Assign peer mentors to specific committees to plan events		Schedule of events for 2005/06 will have been completed.	
33. Conduct evaluation of graduation/completion rates for disadvantaged students		Activity Director, Student Life Facilitator, Dean of Students, Inst. Researcher		Compile data; compare retention/graduation rates for disadvantaged students/peers		Graduation/completion rate for disadvantaged students will have increased to at least 30%.	
<u>YEAR 3 (10/05-9/06)</u>							
34. Conduct assessment of effectiveness of peer mentoring		Activity Dir., Student Life Facilitator, Dean of Students, Academic Advisors		Measure increase in rate of engagement; assess retention and graduation		Assessment of effectiveness of peer mentoring program will have been completed.	
35. Make appropriate revisions/modifications of peer mentoring based on results of assessment		Student Life Facilitator, Dean of Students, Program Designers		Study assessment results; incorporate revisions as recommended in assessment		Appropriate revisions are made based on results of assessment.	
36. Select third cohort of mentors and train in retention strategies		Student Life Facilitator, Academic Advisors		Rank mentors according to priority matrix; conduct training		Third cohort of mentors will have been selected and trained	
37. Enroll peer mentors in appropriate levels of leadership program		Student Life Facilitator, Academic Advisors		Register mentors in appropriate leadership program		12 sophomores and 12 freshmen will have been enrolled in respective leadership program.	
38. Plan and schedule 26 academic support, 9 recreational, and 9 social events for 2006/07		Student Life Facilitator, Student Council, Mentors		Assign peer mentors to specific committees to plan events		Schedule of events for 2006/07 will have been completed.	

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed		4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe	
					From	To
39. Conduct evaluation of graduation/ completion rates for disadvantaged students		Activity Director, Student Life Facilitator, Dean of Students, Inst. Researcher	Compile data; compare retention/graduation rates for disadvantaged students/peers	Graduation/completion rate for disadvantaged students will have increased to at least 32%.	8/06	9/06
<u>YEAR 4 (10/06-9/07)</u>						
40. Review effectiveness of peer mentoring		Activity Dir., Student Life Facilitator, Dean of Students, Academic Advisors	Identify increase in retention and graduation rates as a result of peer mentoring	Review of effectiveness of peer mentoring will have been completed.	10/06	11/06
41. Make final revisions and adopt peer mentoring		Student Life Facilitator, Program Designers	Incorporate revisions; adoption by Curriculum and Instruction Committee	Final revisions will have been made and peer mentoring program adopted.	11/06	1/07
42. Select fourth cohort of mentors and train in retention strategies		Student Life Facilitator, Academic Advisors	Rank mentors according to priority matrix; conduct training	Fourth cohort of mentors will have been selected and trained.	6/07	8/07
43. Enroll peer mentors in appropriate levels of leadership program		Student Life Facilitator, Academic Advisors	Register mentors in appropriate leadership program	12 sophomores and 12 freshmen will have been enrolled in respective leadership program.	9/07	9/07
44. Plan and schedule 26 academic support, 9 recreational, and 9 social events for 2007/08		Student Life Facilitator, Student Council, Mentors	Assign peer mentors to specific committees to plan events	Schedule of events for 2007/08 will have been completed.	9/07	9/07
45. Conduct evaluation of graduation/ completion rates for disadvantaged students		Activity Director, Student Life Facilitator, Dean of Students, Inst. Researcher	Compile data; compare retention/graduation rates for disadvantaged students/peers	Graduation/completion rate for disadvantaged students will have increased to at least 36%.	8/07	9/07
<u>YEAR 5 (10/07-9/08)</u>						
46. Select fifth cohort of mentors and train in retention strategies		Student Life Facilitator, Academic Advisors	Rank mentors according to priority matrix; conduct training	Fourth cohort of mentors will have been selected and trained.	6/08	8/08
47. Enroll peer mentors in appropriate levels of leadership program		Student Life Facilitator, Academic Advisors	Register mentors in appropriate leadership program	12 sophomores and 12 freshmen will have been enrolled in respective leadership program.	9/08	9/08
48. Plan and schedule 26 academic support, 9 recreational, and 9 social events for 2008/09		Student Life Facilitator, Student Council, Mentors	Assign peer mentors to specific committees to plan events	Schedule of events for 2008/09 will have been completed.	9/08	9/08

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title: Enhancing Access, Performance, and Persistence for Disadvantaged Students		7. Timeframe	
3. Specific Tasks to be Completed		4. Primary Participants		5. Methodologies Involved		6. Tangible Results	
						From To	
49. Conduct evaluation of graduation/ completion rates for disadvantaged students		Activity Director, Student Life Facilitator, Dean of Students, Inst. Researcher		Compile data; compare retention/graduation rates for disadvantaged students/peers		Graduation/completion rate for disadvantaged students will have increased to at least 40%.	
<b>Objective 4.1. Increasing proficiencies in utilizing technology - Professional Development</b>							
<u>YEAR 1 (10/03-9/04)</u> N/A						10/05 10/05	
<u>YEAR 2 (10/04-9/05)</u> N/A						10/05 11/05	
<u>YEAR 3 (10/05-9/06)</u> 1. Identify personnel to design technology training plan		Title III Coord., Activity Dir., Technology Trainer, Technology Oversight Committee (TOC)		Identify personnel to design training plan; provide orientation and training as necessary		Personnel to design technology training plan will have been identified.	
2. Select 3 professional personnel to participate in a degree program in instructional technology		Title III Coordinator, Activity Director, Vice President, Deans		Determine criteria; advertise opportunity; accept applications; select participants		3 professional personnel will have been selected to participate in a degree program in instructional technology.	
3. Design SJC technology training plan		Activity Director, TOC Technology Trainer		Review and document current technology skills; review and research training methodologies; design SJC model		SJC technology training plan will have been designed.	
4. Determine and purchase appropriate hardware, software, and training manuals for Phase I		Activity Director, TOC, Technology Trainer, Purchasing Staff		Determine hardware and software; request bids; issue purchase orders		Hardware, software, and manuals for Phase I technology training will have been purchased.	
5. 3 personnel will complete 18 credit hours toward degree in instructional technology		University instructors		Apply and receive admission; register; complete courses		3 personnel will have completed 18 credit hours in instructional technology.	
						12/05 2/06	
						5/06 8/06	

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title: Enhancing Access, Performance, and Persistence for Disadvantaged Students	6. Tangible Results		7. Timeframe	
3. Specific Tasks to be Completed		4. Primary Participants		5. Methodologies Involved			From	To
6. Document participation of administrators, faculty, and staff in Phase I training		Activity Director, Technology Trainer		Administer pre- and post-evaluations; maintain rosters	75% of professional personnel will have completed 16 hours of training in technology applications.		3/06	9/06
<u>YEAR 4 (10/06-9/07)</u>								
7. Assess effectiveness of Phase I and revise		Activity Director, TOC Technology Trainer, TOC		Quantify and evaluate progress and productivity; administer questionnaires	Effectiveness of Phase I training will have been assessed and revised as warranted.		10/06	11/06
8. Determine content for Phase II		Activity Director, TOC Technology Trainer		Consider effectiveness of Phase I; conduct additional research; design Phase II	Content for Phase II technology training will have been determined.		11/06	1/07
9. Determine and purchase appropriate hardware, software, and training manuals for Phase II		Activity Director, TOC, Technology Trainer, Purchasing Staff		Determine hardware and software; request bids; issue purchase orders	Hardware, software, and manuals for Phase II technology training will have been purchased.		1/07	3/07
10. 3 personnel will complete an additional 18 credit hours toward a degree in instructional technology		University instructors		Apply and receive admission; register; complete courses	3 personnel will have completed an additional 18 credit hours in instructional technology.		5/07	8/07
11. Document participation of administrators, faculty, and staff in Phase II training		Activity Director, Technology Trainer		Administer pre- and post-evaluations; maintain rosters	75% of professional personnel will have completed 32 hours of training in technology applications.		3/07	9/07
<u>YEAR 5 (10/07-9/08)</u>								
12. Assess effectiveness of Phase II and revise		Activity Director, Technology Trainer, TOC		Quantify and evaluate progress and productivity; administer questionnaires	Effectiveness of Phase II training will have been completed.		10/07	11/07
13. Determine content for Phase III		Activity Director, TOC Technology Trainer		Consider effectiveness of Phase II; conduct additional research; design Phase III	Content for Phase III technology training will have been determined.		11/07	1/08

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed		4. Primary Participants	5. Methodologies Involved	6. Tangible Results		7. Timeframe
					From	To
14. Determine and purchase appropriate hardware, software, and training manuals for Phase III		Activity Director, TOC, Technology Trainer, Purchasing Staff	Determine hardware and software; request bids; issue purchase orders	Hardware, software, and manuals for Phase III technology training will have been purchased.	1/08	3/08
15. 3 personnel will complete a degree in instructional technology		University instructors	Apply and receive admission; register; complete courses	3 personnel will have completed a degree in instructional technology.	5/08	8/08
16. Document participation of administrators, faculty, and staff in Phase III training		Activity Director, Technology Trainer	Administer pre- and post-evaluations; maintain rosters	75% of professional personnel will have completed 48 hours (Phase III) of training in technology applications.	3/08	9/08
<b>Objective 6.1. Increasing access – Outreach Centers</b>						
<b>YEAR 1 (10/03-9/04)</b>						
1. Select Outreach Developer		Title III Coordinator, Activity Director, Selection Committee	Advertise regionally; screen and interview applicants; recommend and appoint successful candidate	Outreach Developer will have been selected.	10/03	11/03
2. Determine community with highest priority to establish the first outreach center		Title III Coordinator, Activity Director, Outreach Developer	Administer assessments; analyze responses; select community for first center	Community for first outreach center will have been selected.	11/03	12/03
3. Create community advisory group		Activity Director, Outreach Developer	Select community members with interest in higher education	Ten member community advisory group will have been appointed.	11/03	12/03
4. Design program of educational services based on community needs		Activity Director, Outreach Developer, SJC Faculty/Staff, Advisory Group	Design program based on surveys, interviews, and public meetings	Programs with highest interest and the potential for meeting workforce needs of community will have been designed.	11/03	1/04
5. Arrange for facilities		Title III Coordinator, Activity Director, Outreach Developer	Assess available facilities; collaborate with community agencies to secure resources; develop lease/rent agreement	Arrangements for facilities to accommodate a community outreach center will have been completed.	12/03	3/04

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		
				From	To	
6. Determine, purchase, and install furnishings and equipment	Activity Director, Outreach Developer, Purchasing Staff	Assess needs for equipment and furnishings; request bids; prepare purchase orders; install	Community outreach center will have been prepared for delivery of services.	3/04	6/04	
7. Select Site Supervisor	Activity Director, Outreach Developer, Advisory Group	Advertise regionally; screen and interview applicants; recommend and appoint successful candidate	Site Supervisor for outreach center will have been hired.	6/04	6/04	
8. Develop sequence of courses and prepare schedule for 2004	Activity Director, Outreach Developer, Site Supervisor, SJC Faculty/Staff	Establish course matrix; give priority to community work-force needs; complete Fall class schedule; advertise schedule	Class schedule for Fall 2004 will have been completed.	6/04	8/04	
9. Enroll students for Fall 2004	Site Supervisor, SJC Staff	Complete applications for admission and financial aid; register students	At least 25 new students will have enrolled at the outreach center, of which 15 will be identified as disadvantaged.	8/04	9/04	
<b>YEAR 2 (10/04-9/05)</b>						
10. Determine community with highest priority to establish the second outreach center	Title III Coordinator, Activity Director, Outreach Developer	Administer assessments; analyze responses; select community for second center	Community for second outreach center will have been selected.	10/04	11/04	
11. Create community advisory group	Activity Director, Outreach Developer	Select members with interest in higher education	Community advisory group will have been appointed.	10/04	11/04	
12. Design program of educational services based on community needs	Activity Director, Outreach Developer, SJC Faculty/Staff, Advisory Group	Design program based on surveys, interviews, and public meetings	Programs with highest interest and the potential for meeting workforce needs of community will have been designed.	11/04	1/05	
13. Arrange for facilities	Title III Coordinator, Activity Director, Outreach Developer	Assess available facilities; collaborate with community agencies to secure resources; develop lease/rent agreement	Arrangements for facilities to accommodate a community outreach center will have been completed.	12/04	3/05	

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		Persistence
				From	To	
14. Determine, purchase, and install furnishings and equipment	Activity Director, Outreach Developer, Purchasing Staff	Assess needs for equipment and furnishings; request bids; prepare purchase orders; install	Community outreach center will have been prepared for delivery of services.	3/05	6/05	
15. Select Site Supervisor	Activity Director, Outreach Developer, Advisory Group	Advertise regionally; screen and interview applicants; recommend and appoint successful candidate	Site Supervisor for outreach center will have been hired.	6/05	6/05	
16. Develop sequence of courses and prepare schedule for 2005	Activity Director, Outreach Developer, Site Supervisor, SJC Faculty/Staff	Establish course matrix; give priority to community work-force needs; complete Fall class schedule; advertise schedule	Class schedule for Fall 2005 will have been completed.	6/05	8/05	
17. Enroll students for Fall 2005	Site Supervisor, SJC Staff	Complete applications for admission and financial aid; register students	At least 25 new students will have enrolled at the outreach center, of which 15 will be identified as disadvantaged.	8/05	9/05	
18. Commit funds for furnishings and equipment for third outreach center	Activity Director, Outreach Developer, Purchasing Staff	Project needs; request bids; obligate funds	Funds for furnishings and equipment for third outreach center will have been obligated.	8/05	9/05	
<b>YEAR 3 (10/05-9/06)</b>						
19. Determine community with highest priority to establish the third outreach center	Title III Coordinator, Activity Director, Outreach Developer	Administer assessments; analyze responses; select community for third center	Community for third outreach center will have been selected.	10/05	11/05	
20. Create community advisory group	Activity Director, Outreach Developer	Select members with interest in higher education	Ten member community advisory group will have been appointed.	11/05	11/05	
21. Design program of educational services based on community needs	Activity Director, Outreach Developer, SJC Faculty/Staff, Advisory Group	Design program based on surveys, interviews, and public meetings	Programs with highest interest and the potential for successfully meeting workforce needs of community will have been designed.	11/05	1/06	

## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		
				From	To	
22. Arrange for facilities	Title III Coordinator, Activity Director, Outreach Developer	Assess available facilities; collaborate with community agencies to secure resources; develop lease/rent agreement	Arrangements for facilities to accommodate a community outreach center will have been completed.	12/05	3/06	
23. Install furnishings and equipment	Activity Director, Outreach Developer	Assess needs for equipment and furnishings; request bids; prepare purchase orders; install	Community outreach center will have been prepared for delivery of services.	3/06	6/06	
24. Select Site Supervisor	Activity Director, Outreach Developer, Advisory Group	Advertise regionally; appoint selection committee; screen and interview applicants; recommend and appoint successful candidate	Site Supervisor for outreach center will have been hired.	6/06	6/06	
25. Develop sequence of courses and prepare schedule for 2006	Activity Director, Outreach Developer, Site Supervisor, SJC Faculty/Staff	Establish course matrix; give priority to community workforce needs; complete Fall class schedule; submit schedule for approval; advertise schedule	Class schedule for Fall 2006 will have been completed.	6/06	8/06	
26. Enroll students for Fall 2006	Site Supervisor, SJC Staff	Complete applications for admission and financial aid; register students	At least 25 new students will have enrolled at the outreach center, of which 15 will be identified as disadvantaged.	8/06	9/06	
<u>YEAR 4 (10/06-9/07)</u> 27. Monitor and assess outreach centers for access and success with disadvantaged students	Activity Director, Site Supervisors, SJC Staff, Community Group	Conduct site visits; interview staff and students; administer surveys; review student records	Effectiveness of outreach centers will have been determined.	10/06	6/07	
28. Review data from centers, make needed modifications, and prepare schedule for Fall 2007	Activity Director, Site Supervisors, SJC Staff	Establish course matrix; give priority to community workforce needs; complete Fall class schedule; submit schedule for approval; advertise schedule	A modified class sequence will have been developed for use Fall 2006.	6/07	8/07	



## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant Institution:		College of Eastern Utah- San Juan Campus		2. Activity Title:	Enhancing Access, Performance, and Persistence for Disadvantaged Students	
3. Specific Tasks to be Completed		4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe	
					From	To
29. Enroll students for Fall 2007		Site Supervisors, SJC Staff	Complete applications for admission and financial aid; register students	At least 25 new students will have enrolled at the outreach center, of which 15 will be identified as disadvantaged.	8/07	9/07
<u>YEAR 5 (10/07-9/08)</u>						
30. Monitor and assess outreach centers for access and success with disadvantaged students		Activity Director, Site Supervisors, SJC Staff, Community Group	Conduct site visits; interview staff and students; administer surveys; review student records	Effectiveness of outreach centers will have been determined.	10/07	6/08
31. Review data from centers, make needed modifications, and prepare schedule for Fall 2008		Activity Director, Site Supervisors, SJC Staff	Establish course matrix; give priority to community workforce needs; complete Fall class schedule; submit schedule for approval; advertise schedule	A modified class sequence will have been developed for use Fall 2007.	6/08	8/08
32. Enroll students for Fall Semester 2008		Site Supervisor, SJC Staff	Complete applications for admission and financial aid; register students	At least 25 new students will have enrolled at the outreach center, of which 15 will be identified as disadvantaged.	8/08	9/08
33. Institutionalize three community outreach centers		Title III Coordinator, President, Vice President	Identify resources to complete institutionalization	Three community outreach centers will have been institutionalized.		9/08

#### 4. RATIONALE

Strategies for implementation comprise four integrated components which incorporate principles and practices supported by leaders in the field of developmental education.

Throughout the strategic planning process which encompassed preparation of the institutional CDP and ultimately the Activity implementation strategies, SJC relied heavily upon: review of Literature; Authoritative opinion; Campus visits; and Experience (LACE). This model has gained wide acceptance and adds greatly to the reliability of adopted strategies.

Research found that the most successful programs are those which respond to students' abilities and readiness (Boylan, Bliss, and Bonham, 1997; Spann, 2000). There is agreement from leaders in the field that successful programs for developmental students are well coordinated and provide synchronized instruction and learning support (McCabe and Day, 1998).

According to Astin (1996), a student learns by becoming involved—the greater the involvement, the greater the learning and personal development (leadership enhancement). Academic and social interaction (mentoring) are critical in the first year of college (Tinto, Pascarella, and Terenzini, 1980) and are important ingredients to success and the foundation of everything that follows. There are three main components to this integration: (1) importance of faculty/student interaction outside of class; (2) concept of support groups and study groups (Treisman); and (3) the value of supplemental instruction (Martin, 1993).

The strategy most predictive of student retention and success is a comprehensive program that creates a "community of learners" (Levine, et al, 1999). Four areas have been identified for an effective learning communities program: (1) enhance developmental studies offerings; (2) enrich first-year experience; (3) strengthen writing; (4) provide strategies for coherence in general education (Levine, Smith, Tinto, and Gardner, 1999).

Research also shows that for most disadvantaged students there are significant factors that present barriers to success: (1) lack of self-confidence; (2) lack of connection to the college community; (3) lack of early validation within the college environment; and (4) not involving faculty in summer bridge programs and the transition process (Terenzini, Rendon, Upcraft, Millar, Allison, Gregg, Jalomo, 1996). Studies also illustrate that bridge programs are helpful to transition (York and Tross, 1994). SJC consulted three institutions of higher education that had successfully implemented initiatives such as learning communities, summer bridge, and master students (mentoring): **Metropolitan State College of Denver; Fresno City College; and Reedley College.**

As new technologies emerge, it is critical that professional development opportunities be provided for faculty and staff who are lacking in technology skills (ERIC Clearinghouse, **Technology in the Classroom, 2001/02**). With the strong call for accountability, and a desire to analyze progress, colleges must better link hardware and software to the burgeoning instructional technology systems that are available (Milliron, 1998). Contacts were made with several colleges that appeared to have been successful in implementing an effective plan for professional development in technology applications: **San Juan Community College (New Mexico), Snow College (Utah), and Dixie State College (Utah).**

Research relating to outreach centers in Indian communities uncovered some intriguing considerations. The Navajo culture places a high priority on commitment to family and clan. Family illness, traditional ceremonies, care of livestock, and other responsibilities can keep students near home and away from classroom studies. Relocation to a central campus removes students, not only from their homes, but from their culture as well (*The Navajo*, Kluckhohn and Leighton). Reviews were conducted with **Diné College** (tribally owned) and **Northland Pioneer**

College, both of which have established outreach centers on the Navajo and Hopi Indian Reservations. **Utah State University** was also relied upon in consideration of outreach centers.

In *Year 1*, a student life facilitator and program developers will be selected to support the process of designing initiatives, such as learning communities, summer bridge, leadership enhancement, and mentoring. These will all focus on disadvantaged, developmental students.

Learning communities will include three levels: beginning level for developmental students who are in need of English as a second language, intermediate writing/grammar, or fundamentals of math; intermediate level for those who might be prepared for more advanced ESL and grammar/writing or intermediate algebra; and transitional level to move developmental students into regular college classes. Research will be conducted, and two institutions with model learning community programs will be visited. LC1 will be developed in the first year. The first cohort of students will be selected and enrolled. A facility will be identified, retrofitted, and equipped to serve as a technology-enhanced Computer-Assisted Learning Lab (CALL). This will provide opportunities for disadvantaged students involved in various components with an out-of-the-classroom experience to interact in study groups with Activity personnel and faculty. It will enhance opportunities for tutorial support.

Student leadership programs will be researched. Visits will be made to two institutions recognized in the National Survey of Student Engagement (NSSE). A leadership enhancement model will be designed for SJC. The freshman level of leadership enhancement will be designed and implemented.

A peer mentoring program as a prelude to leadership enhancement will be researched and a model designed for SJC. A pilot cohort of 12 peer mentors will be selected and trained in retention strategies. Following training, each cohort of mentors will participate in leadership enhancement. A schedule of events will be prepared for 2005/06.

An outreach developer will be hired. The outreach developer will have the responsibility for establishing the first outreach community center. A community advisory group will be formed to work closely with the outreach developer through all phases of the process: community surveys; securing and preparation of a facility; determining curriculum with priority to education/training that meets local workforce needs; selecting a site supervisor; and developing schedules.

In *Year 2*, LC1 will be field tested, assessed, and revised. A second cohort of freshman developmental students will be selected to participate. LC2 will be developed. Students from the pilot cohort who completed LC1 will continue in LC2. LC3 will be developed and students enrolled from the first cohort.

A summer bridge program will be researched and a model designed for SJC. It will be implemented and assessed during summer 2005.

The freshman leadership enhancement will be field tested, revised, and continued. The sophomore leadership enhancement will be designed and implemented.

The second cohort of 12 freshman peer mentors will be selected and trained in retention strategies. These mentors will enroll in leadership enhancement following training. The pilot cohort will continue in the sophomore leadership enhancement. A schedule of events will be prepared for 2005/06.

A second community outreach center will be established. The process will follow that described in the first year for the initial outreach center. Funds will be obligated for the third center.

During *Year 3*, LC1 will continue to experience testing and reassessment. Final modifications will be implemented and LC1 will be formally adopted. A third cohort of students will be selected and enrolled in LC1. Students from the second cohort will continue in LC2; after

which, LC2 will be reassessed, modified, and adopted. The third cohort will continue in LC2. LC3 will be field tested, assessed, and revised. Students from the second cohort will enroll in LC3.

Feedback from the assessment of the first summer bridge will be used to make appropriate modifications. The second summer bridge will be conducted and assessed.

Freshman phase of leadership enhancement will again be field tested and final revisions made. The freshman phase will be adopted and incorporated into the SJC catalog. The sophomore phase will be field tested, revised, and continued.

The mentoring program will be assessed and revised as might be appropriate. The third cohort of 12 freshman mentors will be selected and trained in retention strategies. The second cohort will continue at the sophomore level. A schedule of events will be prepared for 2006/07.

Professional development will be implemented in the third year. This will begin with the preparation of a technology training plan, consisting of three phases. Hardware and software will be acquired and Phase 1 training conducted. Phase 1 will include 16 hours of training in basic computer competencies for incorporating technology into the curriculum, classroom management, accommodating varied learning styles, and facilitating efficient and effective practices in daily operations. Three professional personnel will be selected and will complete 18 credit hours toward a degree in instructional technology at Utah State University.

The third and final community outreach center will be established. Again, the process will involve the same tasks as outlined for the first two centers.

In *Year 4*, both the fifth and sixth cohorts will be selected for participation in LC1. Continuing students from cohorts four, five, and six will proceed to enroll in LC2, while those from cohorts three and four will pursue LC3. LC3 will be reassessed, modified, and adopted.

The third summer bridge will be designed, based on the assessment and recommendations from Year 3. The program will be implemented and assessed.

The freshman phase of leadership enhancement will continue with a new group of students. The second phase will be reassessed, final revisions will be incorporated, and it will be adopted and incorporated into the SJC catalog. At this point, the leadership enhancement program will be institutionalized.

Mentoring will be reassessed and final modifications made. The component will be formally adopted. A fourth cohort of freshman students will be selected and trained. The third cohort will continue at the sophomore level. A schedule of events will be prepared for 2007/08.

Phase I of professional development will be assessed for effectiveness in enhancing skills in technology applications. Phase II will be designed. Hardware and software for Phase II will be acquired and training will be conducted. Phase II will involve 32 hours of training in higher level competencies of technology applications, including preparation of interactive multimedia materials. Three professional personnel will complete an additional 18 credit hours in instructional technology.

Efforts surrounding the community outreach centers will focus on stabilization, refinement, and enhancement.

In *Year 5*, the seventh cohort of students will be selected to participate in LC1. The sixth cohort will have enrolled in LC2 and the fifth cohort in LC3. The learning community component will be institutionalized.

The fourth summer bridge will be designed. It will be implemented and assessed. Summer bridge will be adopted and institutionalized.

The fifth cohort of freshman mentors will be selected and trained. The fourth cohort will continue at the sophomore level. A schedule of events will be prepared for 2008/09.

Phase II of professional development will be assessed and revised as might be deemed appropriate. Phase III will be designed. Hardware and software will be acquired for Phase III.

Phase III training will be conducted. Phase III will involve an additional 32 hours of advanced levels of competencies of technology applications including preparation of online courses. Three professional personnel will complete an additional 32 credit hours, resulting in a degree in instructional technology. The technology trainer will continue to devote whatever time might be necessary for ongoing training of faculty and professional staff, beyond the Title III grant period.

Stabilization of the community learning centers will continue through Year 5.

#### 5. KEY PERSONNEL

The following chart provides an overview of personnel who will be required to successfully implement the Activity.

POSITION	TIME COMMITMENT					SOURCE
	Year 1	Year 2	Year 3	Year 4	Year 5	
Activity Director	100%, 12 mo	100%, 12 mo	100%, 12 mo	100%, 12 mo	100%, 12 mo	Title III
Outreach Developer	50%, 12 mo	50%, 12 mo	50%, 12 mo	25%, 12 mo	25%, 12 mo	67% Title III 33% SJC
Technology Trainer(s)	Part-time	Part-time	Part-time	Part-time	Part-time	10% Title III 50% SJC
Student Life Facilitator	100%, 12 mo	100%, 12 mo	100%, 12 mo	100%, 12 mo	100%, 12 mo	Years 1-3 Title III Year 4 75% Title III 25% SJC Year 5 50% Title III 50% SJC
Site Supervisor 1	50%, 3 mo	50%, 9 mo	50%, 9 mo	50%, 9 mo	50%, 9 mo	Years 1-3 Title III Years 4-5 SJC
Site Supervisor 2		50%, 3 mo	50%, 9 mo	50%, 9 mo	50%, 9 mo	Years 2-4 Title III Year 5 SJC
Site Supervisor 3			50%, 3 mo	50%, 9 mo	50%, 9 mo	Title III
Program Designers	Part-time	Part-time	Part-time	Part-time	Part-time	Title III



## POSITION DESCRIPTIONS

**Position:** Activity Director

**Name:** Ms Gail Glover

**Explanation:** The scope of this Activity will require the services of a full-time director who will have complete authority and responsibility to carry out all of the components proposed in the implementation strategies, and will play a major role for ensuring that objectives are achieved.

### **Qualifications:**

1. Master's Degree in Educational Administration, or related field.
2. At least 5 years experience in administration, program development, or curriculum design at the college level.
3. Experience in educational settings with disadvantaged populations.
4. Understanding of fiscal management practices.
5. Knowledge of educational initiatives, such as learning communities, summer bridge, mentoring, student leadership is desirable.
6. Knowledge of instructional technology applications is desirable.

### **Responsibilities:**

1. Supervise the selection of Activity personnel.
2. Provide leadership in the implementation of all components of the Activity.
3. Monitor and report progress toward major objectives.
4. Monitor Activity budget.
5. Serve on Title III Administrative Task Force.

**Time Commitment:** Years 1-5; 100%, 12 months

Time commitment was established after careful consideration of the demands associated with the position, consultation with Title III institutions which have implemented similar programs, and SJC's own experience.

### **Qualifications of person identified for position (see resume, page 82):**

Ms Glover possesses a Master's Degree in Educational Leadership. Her ten years as dean of administrative and student services at the San Juan Campus have provided extensive experience in postsecondary administration, fiscal management, program development, student leadership, technology applications, and a variety of other initiatives. Of particular significance is Ms Glover's five years as director of a Title III student services Activity.

**Position:** Outreach Developer

**Name:** Mr. Mark Bradford

**Explanation:** It will require the services of a half-time person, during the first three years of the project, to implement all aspects associated with developing and establishing outreach centers in three remote communities in the SJC service area.

**Qualifications:**

1. Bachelor's or Master's Degree in Education or Marketing, desirable. Degree may be waived in lieu of exceptional experience.
2. At least 4 years experience in organizing cooperative outreach centers.
3. Demonstrated organizational and budgetary skills.
4. Subscribes to team-oriented philosophy.
5. Excellent communication skills.

**Responsibilities:**

1. Conduct and analyze community needs assessments.
2. Establish and provide leadership to community advisory groups.
3. Coordinate process for selection of outreach sites.
4. Design, implement strategies, and coordinate resources to establish outreach centers, including facilities, equipment, furnishings, curriculum, and support services.

**Time Commitment:** Years 1-3; 50%, 12 months  
Years 4-5; 25%, 12 months  
33% to be paid by SJC

The primary source for establishing the time commitment was through consultation with Utah State University, Diné College, and Northland Pioneer College, each of which has had considerable experience in establishing rural outreach centers.

**Qualifications of person identified for position (see resume, page 83):**

Mr. Mark Bradford has been selected to assume this position. Mr. Bradford has been very successful in creating outreach centers, including the development of facilities and programs. This success is substantiated by awards of recognition as presented in his resume.

**Position:** Technology Trainer

**Name:** Ms Heather Young

**Explanation:** This person will provide training to enhance the skills of faculty and staff in the integration of technology into instruction and other applicable institutional services.

**Qualifications:**

1. Master's Degree in Instructional Technology or related field
2. At least 5 years experience in assessing and providing technology training
3. Demonstrated knowledge of computer operating systems, presentations, online course management, word processing, e-mail, spreadsheet, and graphic design hardware.
4. Excellent communication and writing skills.
5. Ability to relate well with peers.

**Responsibilities:**

1. Assess levels of technology competency in faculty and staff.
2. Present instructional workshops and inservice training.
3. Provide assistance to faculty in developing and designing media-based curriculum for face-to-face and distance education applications.
4. Provide assistance to staff in the effective utilization of current technologies to enhance efficiency of job-related duties.
5. Assist in distance education productions.
6. Research, test, and recommend educational software and technology.

**Time Commitment:** Years 1-5; 50%, 12 months

Time commitment was established through consultation with Mr. Darrin Cheney, Instructional Technologist at Central Wyoming College, personnel from Utah Education Network, and 8 years experience.

**Qualifications of person identified for position (see resume, page 84):**

SJC will assign Ms Heather Young to serve in this position. Ms Young possesses a Master's Degree in Instructional Technology. She has eight years experience in managing the SJC electronic Faculty Assistance Center. Her responsibilities have included training and supporting faculty in designing interactive multimedia for delivery via distance education technology. Ms Young will be assisted by outside consultants as might be appropriate.

**Position:** Student Life Facilitator

**Name:** To be selected

**Explanation:** The Activity will require services of a full-time facilitator to oversee the implementation of strategies relating to student success and retention. This will entail supervision and direction for learning communities, summer bridge, leadership enhancement, and peer mentoring. This position will be required following the grant period. SJC will assume a portion of the cost in Year 4, an increased amount in Year 5, and full cost thereafter.

**Qualifications:**

1. Master's Degree in Educational Administration, Student Leadership, or related field preferred, Bachelor's Degree required.
2. At least 3 years experience in program development, curriculum design, and student leadership at the college level.
3. Experience in educational settings with disadvantaged populations.
4. Knowledge of educational initiatives, such as retention, student life, learning communities, and student leadership is desirable.

**Responsibilities:**

1. Assist in providing leadership to development of components relating to retention and student life events.
2. Supervise program designers.
3. Monitor student leadership courses.
4. Assist in assessment of impact of components on student success and retention.
5. Promote integration of successful components into SJC curriculum and services.

**Time Commitment:** Years 1-5; 100%, 12 months

Time commitment was established in consultation with Title III/Title V institutions that have implemented similar components, including Metropolitan State College of Denver, Fresno City College, and Reedley College.

**Position:** Site Supervisors (3)

**Name:** To be selected

**Explanation:** A part-time supervisor will be required to arrange and monitor educational services as each remote site is established. This is one of the few positions that will be essential following the period of development. SJC will assume the costs for these positions as services and procedures are designed, implemented, field tested, revised, and finally become operational.

**Qualifications:**

1. Master's Degree in Education, Psychology, or related field preferred, Bachelor's Degree required.
2. At least 2 years experience working with disadvantaged students in a college setting.
3. Knowledge of processes relating to college admissions and financial aid preferred.
4. Be able to maintain strict confidentiality regarding student records.

**Responsibilities:**

1. Design procedures to assist students with admissions, course selection, registration, and applying for financial aid.
2. Establish a system to monitor student progress and provide academic advisement.
3. Coordinate tutorial services
4. Develop and implement strategies for coordination of instructors, materials, equipment, space utilization.

**Time Commitment:** Site Supervisor 1  
Year 1; 50%, 3 months  
Years 2-5; 50%, 9 months  
Site Supervisor 2  
Year 1; NA  
Year 2; 50%, 3 months  
Years 3-5; 50%, 9 months  
Site Supervisor 3  
Years 1-2; NA  
Year 3; 50%, 3 months  
Years 4-5; 50%, 9 months

Time commitments were established following a careful review of individual responsibilities, including number of anticipated students, and consultation with institutions that have implemented similar services.

**Position:** Program Designers

**Name:** To be selected

**Explanation:** It will be necessary to retain the services of faculty and professional staff to provide expertise in the development of prescribed components with necessary instructional materials, such as learning communities, summer bridge, leadership enhancement, mentoring.

**Qualifications:**

1. Master's Degree in Education, English, Math, Human Services, or related field preferred, Bachelor's Degree required.
2. At least 4 years experience teaching and/or advising disadvantaged college students.
3. Understanding of and commitment to cultural diversity.
4. Strong organizational skills in working with faculty, staff, and students to foster collaboration and student achievement.
5. Experience in designing multimedia instructional materials.

**Responsibilities:**

1. Develop and coordinate curriculum and instructional components of learning communities, summer bridge, leadership enhancement, and mentoring.
2. Implement plans relating to developed components.
3. Assess and revise curriculum and instructional components.
4. Review student outcomes.
5. Foster campus-wide support.

**Time Commitment:** Years 1-5: 8 part-time

Time commitment is based on an internal assessment of work to be performed, experience with similar program/curriculum development, and consultation with other Title III institutions.

# GAIL A. GLOVER

## ACTIVITY DIRECTOR

### EDUCATION

---

M.ED., EDUCATIONAL LEADERSHIP Brigham Young University, Provo, UT	1986-87
BS, SOCIOLOGY, INDIAN STUDIES Brigham Young University, Provo, UT	1967-74

### EMPLOYMENT

---

DEAN OF ADMINISTRATIVE AND STUDENT SERVICES <i>College of Eastern Utah - San Juan Campus</i>	1992-PRESENT <i>Blanding, UT</i>
Duties include supervision and direction of local college departments, including business office, financial/budgetary functions, purchasing, auxiliaries (student housing, food service, bookstore, and student center), buildings/grounds, academic advising, testing/assessment, ADA, substance abuse prevention, student financial aid, childcare services, student government, admissions, public relations, student recruiting & retention, federal & state grants administration, and resource development, including TRIO Grants, Partnership Grants, Teen Mothers Grant, Bi-Lingual Grant, and CAMPIS Grant.	

TITLE III STUDENT SERVICES ACTIVITY DIRECTOR <i>College of Eastern Utah</i>	1992-97 <i>Price/Blanding, UT</i>
Duties included oversight of all aspects of the Student Services Activity of the Title III grant, for both the Price Campus and San Juan Campus. Authorship of Student Services Activity was the first assignment, and upon awarding of the grant, all functions of the Activity were included. In cooperation with the Title III Coordinator, responsibilities involved selection, supervision, and evaluating Activity personnel; and initiating expenditures while monitoring all aspects of the Student Services section of the budget. This activity included strengthening services in academic advising, personal crisis intervention/counseling, and career exploration programs. Also assisted in writing Annual Performance Reports.	

ASSESSMENT CENTER/ACADEMIC ADVISOR <i>College of Eastern Utah - San Juan Campus</i>	1986-92 <i>Blanding, UT</i>
Responsibilities included providing career assessment testing and counseling, teaching career development classes, academic advising, report writing, and record keeping.	

EDUCATIONAL TALENT SEARCH COUNSELOR <i>College of Eastern Utah - San Juan Campus</i>	1984-86 <i>Blanding, UT</i>
Duties included career guidance, financial aid, and personal counseling; testing; academic advisement; report writing; record keeping; and teaching career skills classes.	

### SKILLS

---

- Vocational Evaluator, Utah Vocational Assessment Association
- Member, Utah Vocational Assessment Association (Secretary 1990-91, President-elect 1991-92, President 1992-93)
- Member National Academic Advising Association (NACADA)
- Member National Association of Student Personnel Administrators (NASPA)

# MARK B. BRADFORD

## OUTREACH DEVELOPER

### EDUCATION

---

MASTER'S OF ARTS IN TEACHING Grand Canyon University, Phoenix, AZ Phi Kappa Phi	2002
ENGLISH AS A SECOND LANGUAGE ENDORSEMENT Utah State University, Logan, UT	1999
BACHELOR'S OF SCIENCE IN ELEMENTARY EDUCATION Weber State University, Ogden, UT Honors Student	1992
ASSOCIATE DEGREE College of Eastern Utah - San Juan Campus, Blanding, UT Graduated with Honors	1986

### EMPLOYMENT

---

DIRECTOR <i>Utah State University-Blanding Center and San Juan County Prison</i> <b>Responsibilities have included developing outreach centers, including the Blanding Center itself and the prison operation.</b>	1994-PRESENT <i>Blanding/Monticello, UT</i>
INDIAN EDUCATION TEACHER TRAINING PROGRAM COORDINATOR <i>Weber State University</i>	1989-94 <i>San Juan County, UT</i>
MAINTENANCE SUPERVISOR <i>San Juan School District</i>	1984-94 <i>Blanding, UT</i>

### ACHIEVEMENTS & AWARDS

---

- ♦ **Public Service Award, State of Utah Department of Corrections, Division of Institutional Operations, in recognition for developing a Utah State University prison education program.**
- ♦ **Utah Continuing Education Association (UCEA) Region VI and VII "Innovative Programming Honor of Excellence Award". Outreach development director instrumental in generating educational space for college course classrooms and office space at the Nations of the Four Corners Cultural Center in Blanding, Utah.**
- ♦ **Weber State University "Big IDEA Award" (Indian Development Education Award). This award was given in recognition of the efforts in developing a working teacher trainer educational program in San Juan County for the Native American Navajo and Ute residents.**



# HEATHER M. YOUNG

## TECHNOLOGY TRAINER

### EDUCATION

---

MASTERS OF EDUCATION, INSTRUCTIONAL TECHNOLOGY Utah State University, Logan, UT	2002
BACHELOR OF ARTS, ENGLISH AND PSYCHOLOGY Brigham Young University, Provo, UT	1986

### EMPLOYMENT

---

INSTRUCTIONAL DESIGN SPECIALIST <i>College of Eastern Utah - San Juan Campus</i> <b>Faculty Assistance Center supervisor; EdNet facilitator supervisor; faculty and staff trainer in multimedia; assist in distance education production and presentation design; community and continuing education program development officer; curriculum coordinator for Star Schools, Workplace Literacy, and School-to-Work grants; coordinator of workplace training programs in the Four Corners region.</b>	1994-PRESENT <i>Blanding, UT</i>
EDUCATOR <i>San Juan School District</i> Taught Freshman and Senior Advanced Placement English classes; alternative education for at-risk and adult students; Freshman homebound curriculum coordinator; advisor for the San Juan Writing Club.	1993-94 <i>Blanding, UT</i>
EDUCATOR <i>Provo School District</i> Taught Freshman, Junior, and Senior English classes; advisor to Timpview High School Environmental Team; yearbook advisor.	1991-93 <i>Provo, UT</i>
EDUCATOR <i>Alpine School District</i> Freshman English (at-risk) and physical education teacher; Young Mother's High School.	1989-91 <i>American Fork, UT</i>
EDUCATOR <i>Duchesne School District</i> English (9-12) and physical education teacher; volleyball coach; drill team advisor.	1988-89 <i>Duchesne, UT</i>

### ACHIEVEMENTS & COMMUNITY SERVICE

---

- ♦ Elected member of the Utah Association for Adults, Community and Continuing Ed.
- ♦ Received UAACCE Professional Award 1996
- ♦ Facilitator of the Area Resource Council
- ♦ Planning committee member for Four Corners Leadership Conference 1998, 1999
- ♦ Mentor trainer for Youth and Families with Promise program
- ♦ Received Governor's Point of Light award for outstanding volunteers 2002

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED				ACTIVITY NUMBER		PAGE NUMBER		NUMBER OF PAGES		FORM APPROVED OMB NO. 1840-0114 EXP. DATE: 03/31/03		
ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)												
1. Name of Applicant Institution: College of Eastern Utah - San Juan Campus				2. Activity Title: Enhancing Access, Performance, and Persistence for Disadvantaged Students								
3. Budget Categories By Year		First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested
a. Personnel (Position Title)												
1) Activity Director	100%	\$ 52,907	100%	\$ 54,494	100%	\$ 56,129	100%	\$ 57,813	100%	\$ 59,547	100%	\$ 280,890
2) Student Life Facilitator	100%	39,378	100%	40,559	100%	41,776	100%	32,272	75%	22,160	50%	176,145
												SJC
3) Outreach Developer	34%	13,862	34%	14,277	34%	14,706	34%	7,574	17%	7,800	17%	58,219
	16%	SJC	16%	SJC	16%	SJC	16%	SJC	8%	SJC	8%	SJC
4) Site Supervisors	<sup>1</sup>	3,147	<sup>2</sup>	12,960	<sup>3</sup>	23,373	<sup>4</sup>	20,628	<sup>5</sup>	10,629	<sup>5</sup>	70,737
												SJC
5) Technology Trainer(s)	10%	3,500	10%	3,605	10%	3,713	10%	3,825	10%	3,939	10%	18,582
	50%	SJC	50%	SJC	50%	SJC	50%	SJC	50%	SJC	50%	SJC
6) Program Designers	PT	10,800	PT	11,124	PT	11,458	PT	11,800	PT	11,800	PT	45,182
7) Secretary	100%	24,252	100%	24,980	100%	25,729	100%	26,500	100%	27,296	100%	128,757
SUB-TOTAL		147,846		161,999		176,884		160,412		131,371		778,512
b. Fringe Benefits 39.9%		58,991		64,638		70,577		64,004		52,417		310,627
c. Travel		11,301		7,327		9,432		8,168		7,934		44,162
d. Equipment		43,500		56,000		0		33,000		42,000		174,500
e. Supplies		32,200		9,800		12,300		6,800		6,800		67,900
f. Contractual		0		0		0		0		0		0
g. Construction		0		0		0		0		0		0
h. Other		0		0		20,178		20,178		20,178		60,534
I. TOTAL DIRECT CHARGES		293,838		299,764		289,371		292,562		260,700		1,436,235

ED FORM 851A-4

<sup>1</sup> 1 supervisor, 50% time, 3 months (Title III)  
<sup>2</sup> 1 supervisor, 50% time, 9 months (Title III)  
<sup>3</sup> 2 supervisors, 50% time, 9 months (Title III)  
<sup>4</sup> 2 supervisors, 50% time, 9 months (Title III)  
<sup>5</sup> 1 supervisor, 50% time, 3 months (Title III)  
1 supervisor, 50% time, 3 months (SJC)

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS**  
**Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

 Form Approved:  
 OMB No.: 1840-0114  
 Exp. Date: 03/31/03

**OTHER BUDGET INFORMATION**
**1. NAME OF APPLICANT INSTITUTION:**  
 College of Eastern Utah – San Juan Campus

**2. ACTIVITY TITLE:** Enhancing Access, Performance,  
 and Persistence for Disadvantaged Students

**3. REMARKS**

- a. Personnel (*Note: Provision has been made for 3% annual cost of living adjustment for all personnel*)
- 1) Activity Director (100%) – Rate is based on SJC Executive Salary Schedule consistent with education and experience of Ms Gail Glover, who has been identified to fill the position.  
 Year 1 - \$52,907 Year 2 - \$54,494 Year 3 - \$56,129 Year 4 - \$57,813 Year 5 - \$59,547
  - 2) Student Life Facilitator (100%) – Rate is based on SJC Professional Salary Schedule consistent with education and experience outlined in the job description. SJC will assume 25% of the cost in Year 4 and 50% in Year 5.  
 Year 1 - \$39,378 Year 2 - \$40,559 Year 3 - \$41,776 Year 4 - \$32,272 Year 5 - \$22,160
  - 3) Outreach Developer (50%) – Rate is based on SJC Professional Salary Schedule consistent with education and experience of Mr. Mark Bradford, who has been identified to fill the position. One-third to be paid by SJC.  
 Year 1 - \$13,862 Year 2 - \$14,277 Year 3 - \$14,706 Year 4 - \$7,574 Year 5 - \$7,800
  - 4) Site Supervisors (3) (50%, 3 months during first year of each site, 9 months thereafter) – Rate is based on Professional Salary Schedule consistent with education and experience outlined in the job description. SJC will assume the cost for 1 site supervisor in Year 4 and 2 site supervisors in Year 5.  
 Year 1 - \$3,147 Year 2 - \$12,960 Year 3 - \$23,373 Year 4 - \$20,628 Year 5 - \$10,629
  - 5) Technology Trainer (Part-time) – Rate is based on SJC Professional Salary Schedule consistent with education and training of Ms Heather Young, who has been identified to conduct training. Ms Young's salary to be paid by SJC. An amount equal to 10% of Ms Young's salary is proposed to accommodate the services of outside consultants with expertise to assist in technology training.  
 Year 1 - \$3,500 Year 2 - \$3,605 Year 3 - \$3,713 Year 4 - \$3,825 Year 5 - \$3,939
  - 6) Program Designer (Part-time) – To retain services of faculty and staff on an overload or extended year basis to design programs and develop materials. Rate is based on SJC policy for overload contracts. 8 faculty/staff @ \$1,350 = \$10,800  
 Year 1 - \$10,800 Year 2 - \$11,124 Year 3 - \$11,458 Year 4 - \$11,800 Year 5 - \$12,144
  - 7) Secretary (50%) – Rate is based on SJC Classified Salary Schedule consistent with desired education and experience.  
 Year 1 - \$24,252 Year 2 - \$24,980 Year 3 - \$25,729 Year 4 - \$26,500 Year 5 - \$27,296
- Total Personnel**  
 Year 1 - \$147,846 Year 2 - \$161,999 Year 3 - \$176,884 Year 4 - \$160,412 Year 5 - \$131,374

OTHER BUDGET INFORMATION	
<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus	<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students
<b>3. REMARKS</b>	
<b>b. Fringe Benefits</b> Includes provisions for FICA, retirement, unemployment insurance, workmen's compensation, medical insurance, disability insurance, life insurance, and tuition benefits. Historically, these benefits average 39.9% of salary. Year 1 - \$58,592   Year 2 - \$64,227   Year 3 - \$70,153   Year 4 - \$63,568   Year 5 - \$51,968	
<b>c. Travel</b>	
1) Costs for Activity director, student life facilitator, and 2 program designers to visit 2 model institutions in year 1; and attend a regional conference (e.g., NACADA) in years 2-5. Ground travel to nearest major airport – 640 mi @ \$36.5= <u>\$234</u> ; air fare – \$700 x 4= <u>\$2,800</u> ; per diem – 3 da @ \$175 x 4= <u>\$2,100</u> . Year 1 - \$10,268   Year 2 - \$5,134   Year 3 - \$5,134   Year 4 - \$5,134   Year 5 - \$5,134	
2) Costs for Activity director to commute monthly, and outreach developer weekly, to communities within the service area to conduct tasks relating to establishing outreach center in years 1-3, reduced to monthly in years 4-5. Distance is computed at average of potential sites, rate is based on adopted policies. Year 1 - 44 mi   Year 2 - 76 mi   Year 3 - 154 mi   Year 4 - 274 mi   Year 5 - 274 mi x54@\$.365=\$868   x54@\$.365=\$1,498   x54@\$.365=\$3,035   x12@\$.365=\$1,200   x12@\$.365=\$1,200	
3) Costs for site supervisors to attend monthly staff meetings. Year 1 - 44 mi   Year 2 - 44 mi x 9   Year 3 - 120 mi x 9   Year 4 - 274 mi x 9   Year 5 - 274 mi x 9 x3@\$.365=\$ 48   +76 mi x 3@\$.365   +154 mi x3@\$.365   @ \$.365 = \$900   @ \$.365 = \$1,200 = \$228                                   = \$563	
4) Costs associated with creating and providing hands-on experiences as part of the curriculum for Learning Communities and Summer Bridge. Year 1 - 160 mi   Year 2 - 160 mi   Year 3 - 160 mi   Year 4 - 160 mi   Year 5 - 160 mi x 2 trips@\$.365   x 8 trips@\$.365   x 12 trips@\$.365   x 16 trips@\$.365   x 16 trips@\$.365 = \$117                           = \$467                           = \$700                           = \$934                           = \$934	
<b>Total Travel</b> Year 1 - \$11,301   Year 2 - \$7,327   Year 3 - \$9,432   Year 4 - \$8,168   Year 5 - \$7,934	
<b>d. Equipment</b>	
1) Hardware to accommodate instructional technology applications at each outreach center: instructor teaching station - <u>\$2,000</u> ; 10 student computer work stations - <u>\$15,000</u> ; distance education transmit/receive and audio/visual conferencing - <u>\$11,000</u> . Add 10 additional computers at 1 outreach center in Year 4 and 2 centers in Year 5. Year 1 - \$28,000   Year 2 - \$56,000   Year 3 - \$ -0-   Year 4 - \$15,000   Year 5 - \$30,000	
2) Hardware to accommodate professional development in the use of technology: 12 computer work stations; wireless access point; printer; scanner; digital camera; digital projector. Year 1 - \$ -0-   Year 2 - \$ -0-   Year 3 - \$ -0-   Year 4 - \$18,000   Year 5 - \$12,000	

OTHER BUDGET INFORMATION					
<b>1. NAME OF APPLICANT INSTITUTION:</b> College of Eastern Utah – San Juan Campus			<b>2. ACTIVITY TITLE:</b> Enhancing Access, Performance, and Persistence for Disadvantaged Students		
<b>3. REMARKS</b> <p>3) Hardware to accommodate technology-enhanced Computer-Assisted Learning Lab: 6 computer workstations - <u>\$9,000</u>; laser jet printer - <u>\$500</u>; electronic teaching station - <u>\$6,000</u>.  Year 1 - \$15,500    Year 2 - \$ -0-    Year 3 - \$ -0-    Year 4 - \$ -0-    Year 5 - \$ -0-  Total Equipment  Year 1 - \$43,500    Year 2 - \$56,000    Year 3 - \$ -0-    Year 4 - \$33,000    Year 5 - \$42,000</p> <p>e. Supplies</p> <p>1) General office supplies to accommodate administration, computed at an average of \$150 per month.  Year 1 - \$1,800    Year 2 - \$1,800    Year 3 - \$1,800    Year 4 - \$1,800    Year 5 - \$1,800</p> <p>2) Supplies for program development, based on 4 programs annually during years 1-3, at an average cost of \$2,000.  Year 1 - \$8,000    Year 2 - \$8,000    Year 3 - \$8,000    Year 4 - \$ -0-    Year 5 - \$ -0-</p> <p>3) Software and training materials for use in professional development. Estimated, based on experience and consultation with similar programs and vendors.  Year 1 - \$ 0    Year 2 - \$ 0    Year 3 - \$2,500    Year 4 - \$5,000    Year 5 - \$5,000</p> <p>4) A+ English and math software program to provide tutorial supplement in the Computer-Assisted Learning Lab.  Year 1 - \$8,000    Year 2 - \$ -0-    Year 3 - \$ -0-    Year 4 - \$ -0-    Year 5 - \$ -0-</p> <p>5) Materials for retrofitting facility to accommodate a Computer-Assisted Learning Lab. Labor costs to be provided by SJC maintenance personnel. Cost estimated – 480 sq. ft. @ \$30 = <u>\$14,400</u>.  Year 1 - \$14,400    Year 2 - \$ -0-    Year 3 - \$ -0-    Year 4 - \$ -0-    Year 5 - \$ -0-</p> <p>Total Supplies  Year 1 - \$32,200    Year 2 - \$9,800    Year 3 - \$12,300    Year 4 - \$6,800    Year 5 - \$6,800</p> <p>f. Contractual <span style="float: right;">■</span></p> <p>g. Construction <span style="float: right;">■</span></p> <p>h. Other</p> <p>1) Costs for 3 professional personnel to pursue a degree in instructional technology: tuition/fees/ – <math>\\$3,510 \times 3 = \\$10,530</math>; books – <math>\\$600 \times 3 = \\$1,800</math>; room/board – <math>\\$2,335 \times 3 = \\$7,005</math>; travel – 770 mi @ <math>\\$.365 \times 3 = \\$843</math>.  Year 1 - \$ -0-    Year 2 - \$ -0-    Year 3 - \$20,178    Year 4 - \$20,178    Year 5 - \$20,178</p>					

**D. PROJECT MANAGEMENT AND EVALUATION**

**1. MANAGEMENT PLAN**

**a. Managing and Monitoring Progress**

If SJC is to accomplish the goals proposed in the CDP and Activity, a solid management plan will be essential. A vital element to successful implementation of the various components will be campus-wide acceptance and collaboration. This began during the planning process; wherein, key decision-makers were involved in establishing goals, objectives, strategies, and budgets to enhance student success and institutional self-sufficiency. The Activity was deliberately designed to ensure that these decision-makers continue to play major roles throughout implementation and evaluation to facilitate impact, integration, and institutionalization. Several specific outcomes have been established to promote effective project management.

- 1) Ensure that the Title III Activity is consistent with the institutional Comprehensive Development Plan and contributes to achievement of specified goals and objectives.
- 2) Ensure that all priorities are integrated into the Title III Activity.
- 3) Substantiate that full amount of funded time has been devoted to the development, planning, implementation, and accomplishment of Activity objectives.
- 4) Provide leadership in coordination of the Title III Activity and other institutional developmental efforts which demonstrate measurable progress.
- 5) Ensure the achievement of Title III objectives through the application of effective management techniques, along with quantitative and qualitative evaluation practices.
- 6) Verify adherence to federal regulations and institutional policies.
- 7) Facilitate institutionalization of successful practices developed through Title III.

A Title III Administrative Task Force will be established at the onset to provide support, direction, and monitoring. This Task Force will be responsible to ensure that the entire campus community is kept informed as to the status of Title III and to solicit feedback regarding possibilities for improving outcomes. Membership will include:

- Vice President/CEO (chair)
- Title III Coordinator (exec. secretary)
- Title III Activity Director
- Dean of Instruction
- Dean of Students
- Director of Financial Services
- Director of Institutional Research

Project management and monitoring progress will be expedited through the CAS model which was developed by the Council for the Advancement of Standards in Higher Education. CAS encompasses thirteen components, among which are leadership, organization/management, and assessment/evaluation. The first step will be to train the Administrative Task Force in the use of CAS Standards and Guidelines.

Another important element for supporting project management will be the preparation of a Title III Project Management Handbook. While not all inclusive, this Handbook will contain sections such as: policies and procedures; applicable federal regulations—EDGAR, GEPA, GPRA, OMB circulars, HEA, CFR; Title III criteria; institutional resources; monitoring schemes.

This proposed plan will provide a smooth, effective system for management and monitoring of the Title III Activity. This will allow SJC to look realistically at the effectiveness of Title III and as such will improve its capacity to serve disadvantaged students and contribute to improving and strengthening the entire campus community.

b. Authority

In accordance with policies of the Board of Regents of the Utah System of Higher Education, each college/university president has ultimate authority and responsibility for all

aspects of operations at their respective institutions. Being so geographically removed from the College's central office (nearly 200 miles) and meeting all requirements to be recognized as a "branch campus," President Ryan Thomas has designated a vice president to fill the role of chief executive officer for the San Juan Campus. Management of the Title III project will be integrated into the administrative structure of the College and SJC (see Organizational Chart, page 92).

A half-time Title III coordinator will be appointed to provide overall administration and supervision of the project. The coordinator will report directly to the vice president, who, as previously noted, is the CEO for San Juan Campus.

It has been confirmed that the Title III coordinator will be empowered with full authority and autonomy for administration of all facets associated with the projects, including staffing, expenditures, program initiatives, evaluation, and day-to-day operations. The coordinator will be invited to participate on the SJC Administrative Council which is comprised of the Campus leadership. As noted previously, the coordinator will also serve as executive secretary of the Title III Administrative Task Force.

The Activity director will function immediately under the Title III coordinator. She will be given the authority and responsibilities considered essential for successful implementation of the strategies proposed in the grant application. This will include authority for initiation of expenditures of the Activity budget and participation in the selection and supervision of Activity personnel. The Activity director will also be a member of the Title III Administrative Task Force.

Great care was taken in the planning process to ensure that the Title III coordinator will, in fact, have appropriate autonomy and authority to administer the project; and coordination with institutional leadership to enhance integration and institutionalization of the proposed strategies. It is strongly felt that the management plan, as described, will ensure that the project will operate smoothly and will have a significant impact on student success and institutional self-sufficiency.



# San Juan Campus Title III Organizational Chart

Board of Trustees

President

Vice President for  
Institutional Advancement

Vice President for  
Financial and Administrative Services

Vice President/CEO for  
San Juan Campus

Provost and Vice President for  
Academic and Student Affairs

Title III Administrative Task Force

Title III Coordinator

Secretary

Title III Activity Director

Secretary

Site Supervisors

Student Life Facilitator

Program Designers

Outreach Developer

c. Key Personnel

**POSITION DESCRIPTION**

**Position:** Title III Coordinator

**Name:** Mr. Lynn Lee

**Explanation:** It has been determined that Title III will necessitate the services of a half-time coordinator who will be responsible to provide overall leadership, direction, and administration to the project and ensure that objectives are achieved as presented in the approved application.

**Qualifications:**

1. Master's Degree in Educational Administration, Management, or a related field required, Ph.D. preferred.
2. At least 7 years experience in administration and/or academic leadership at the postsecondary level.
3. Knowledge of Title III guidelines and regulations, preferred.
4. Ability to write well.
5. Knowledge of evaluation, theory, and design.
6. Strong interpersonal skills.
7. Ability to foster collaborative relationships.

**Responsibilities:**

1. Provide overall administrative leadership and supervision for Title III project.
2. Develop Title III Management Handbook for distribution to appropriate project and institutional personnel.
3. Establish and monitor data collection and reporting system.
4. Approve all Title III expenditures in compliance with federal regulations, institutional policies, and the approved budget.
5. Monitor internal and external evaluations.
6. Provide leadership to the Title III Advisory Committee.
7. Serve on the SJC Administrative Council.
8. Prepare quarterly and annual reports.

**Time Commitment:** Years 1-5; 50%, 12 months

Time commitment was established through experience with previous Title III and similar projects, as well as consultation with other Title III institutions.

**Qualifications of person identified for position (see resume, page 94):**

Mr. Lynn Lee has been identified to fill the position of Title III Coordinator. Mr. Lee possesses a Master's Degree in Educational Administration. He has 25 years experience in administration/ leadership at the college level. Mr. Lee has been involved in Title III for 23 years, serving as a project coordinator (7 years) and external evaluator for 7 projects. He has also served as a field reader for several Title III competitions. His technical writing skills are outstanding, having authored numerous successful grant applications, including ten Title III applications, and many performance reports. Mr. Lee has acquired good interpersonal skills and ability to foster partnerships as a result of his many years in leadership positions.

**J. LYNN LEE**  
**TITLE III COORDINATOR**

**EDUCATION**

M.ED., EDUCATION ADMINISTRATION Northern Arizona University, Flagstaff, AZ	1959
B.S., PHYSICAL EDUCATION Northern Arizona University, Flagstaff, AZ	1954

**PROFESSIONAL EXPERIENCE**

STAR SCHOOLS PROJECT DIRECTOR <i>Central Wyoming College</i> Directed Mountain Plains Distance Learning Partnership—Star Schools Project, serving Colorado, Montana, Utah, and Wyoming.	1997-2002 <i>Riverton, WY</i>
---	----------------------------------

STAR SCHOOLS (3 years) <i>College of Eastern Utah</i> Assisted the project director with fiscal management. One year as project director.	1976-97 <i>Price/Blanding, UT</i>
---	--------------------------------------

**TITLE III PROJECT COORDINATOR (7 years)**  
**Projects relating to development of microwave telecommunications distance learning, multimedia curriculum development, and teacher training.**

DEAN FOR RESOURCE DEVELOPMENT/FEDERAL GRANTS MANAGER

DEAN OF ADMINISTRATION AT SAN JUAN CAMPUS

ADMINISTRATIVE ASSISTANT FOR COMPENSATORY EDUCATION <i>San Juan School District</i> Extensive experience with proposal writing, administration, and supervision of numerous programs for disadvantaged students.	1966-76 <i>Monticello, UT</i>
--	----------------------------------

**OTHER INFORMATION**

Among the proposals which have been written and funded are:

- ♦ Title III, Higher Education Act (10)
- ♦ Star Schools (2)
- ♦ Bilingual Education (2)
- ♦ Minority Institution Science Improvement Program (2)
- ♦ Vocational Education for Indian Organizations (6)
- ♦ Student Support Services (6)
- ♦ School, College, and University Partnership
- ♦ Cooperative Education (2)
- ♦ National Workplace Literacy (2)
- ♦ Fund for Improvement in Postsecondary Education
- ♦ National Endowment for the Humanities

Served as an external evaluator for:

- ♦ **Title III and Title V, HEA**
- ♦ School, College, and University Partnership
- ♦ Indian Vocational Education

Served as field reader with USDOE for:

- ♦ **Title III, Higher Education**
- ♦ Fund for Innovation in Education

## 2. EVALUATION PLAN

Evaluation is integral to each aspect of SJC's strategic plan to achieve self sufficiency.

The Campus must allocate its limited resources very prudently to fulfill its mission. Thus, Title III evaluation is not perceived as a peripheral function nor a federally imposed mandate, but something which is integrated with existing institution-wide planning operations that are of high priority. Effective evaluation will allow SJC to look realistically at the impact of Title III, and as such will improve its capacity to serve disadvantaged student populations and contribute to strengthening the total campus community.

### a. Measuring Success

The evaluation plan is predicated upon major objectives and performance indicators which are stated in measurable terms. It provides for both summative and formative assessment.

Summative evaluation will be facilitated by the use of the CAS model introduced earlier. As stated previously, objectives and performance indicators have been stated in readily quantifiable terms, including: who – the target audience; what – is to be accomplished; acceptable level of performance; and time frame. Title III personnel will compile data in their individual areas of responsibility to substantiate advancement toward achieving the stated objectives, continually monitoring progress. Status will be documented, along with tasks that have been completed, and the extent to which weaknesses and problems are being resolved. This process will further assist in identifying corrective actions that might be warranted. A comprehensive plan has been developed for the Activity, including data elements, baselines, desired outcomes, and procedures for data collection. These are illustrated in the following chart.

## ACTIVITY EVALUATION PLAN

OBJECTIVE	BASELINE	OUTCOME	DATA ELEMENTS	COLLECTION PROCEDURES
<ul style="list-style-type: none"> <li>Increase academic performance of disadvantaged students</li> </ul>	1.75 GPA NA	2.50 GPA 5% with minimum GPA of 2.75	Student Information System records of student grades	Retrieval of student academic data from SIS
<ul style="list-style-type: none"> <li>Increase graduation rates of disadvantaged students</li> </ul>	28%	40%	Withdrawal and retention records from enrollment through graduation/completion	SJC retention counselor will validate and provide data on withdrawals and continuations
<ul style="list-style-type: none"> <li>Increase proficiency of personnel in technology</li> </ul>	23% using technology	75% using technology	Surveys Use records of Faculty Assistance Center Observations	Survey professional staff Maintain roster to document use Technology Trainer will make observation of technology use
<ul style="list-style-type: none"> <li>Increase enrollment</li> </ul>	458 (total) 158 (disadvantaged)	600 (total) 250 (disadvantaged)	USHE Data Book SJC enrollment records	Electronic entry and retrieval Tabulate headcount and FTEs

Formative evaluation will ascertain the extent to which strategies (tasks) have been implemented in accordance with methodologies and time frames as proposed. The following questions will be considered in the formative review process:

- Have tasks been completed according to schedule? If so, to what degree? If not, why, and what adjustments might be appropriate?
- What difficulties or barriers have been encountered?
- What steps have been taken toward institutionalization?

Reports will be prepared and submitted to the Administrative Task Force monthly.

It has been the experience with a variety of programs that various results occur which had not been anticipated in designing the original application. SJC believes that evaluation should result in appropriate programmatic changes, and that good decisions evolve from careful and logical assessments—they don't just happen. Therefore, considerable effort was made in researching and adopting a systematic problem solving process.

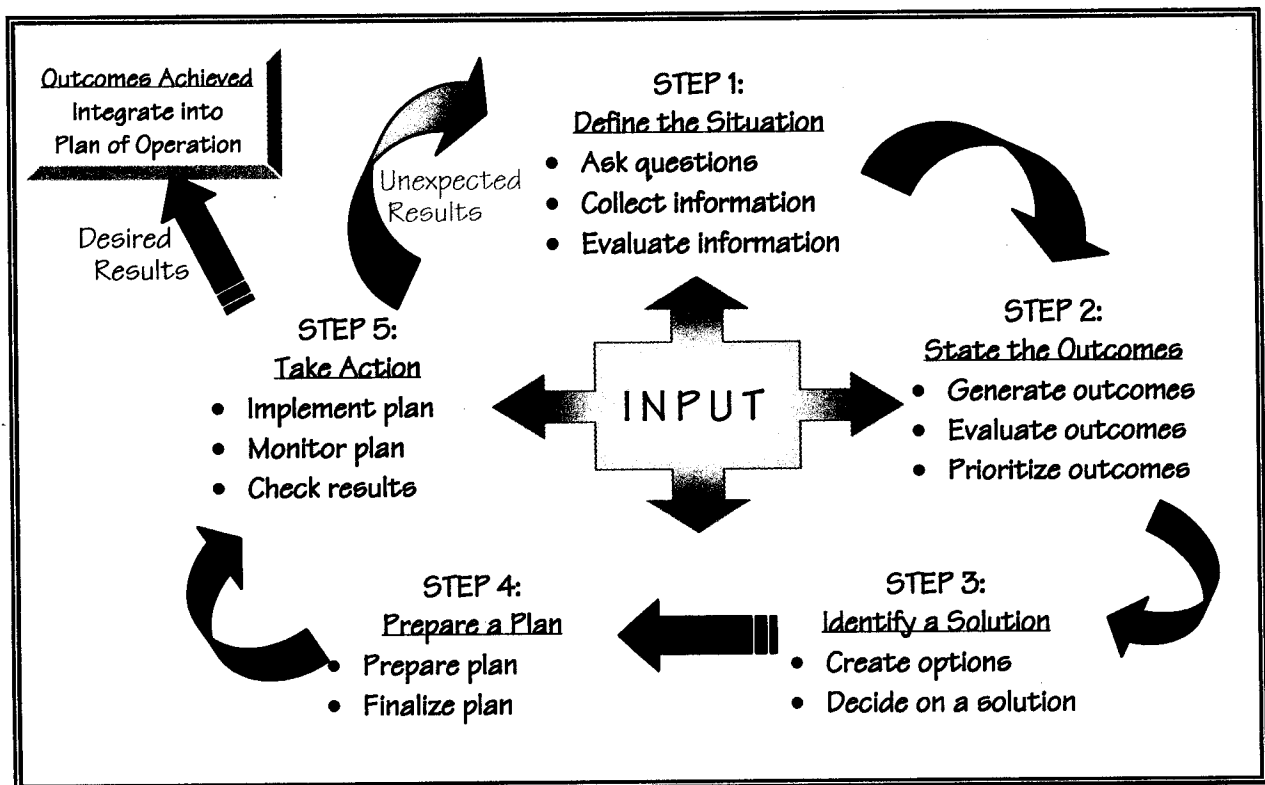
The central component in identifying unanticipated outcomes will be the use of the CAS Self-Assessment Guide (SAG). SAG translates the CAS Standards and Guidelines into a format enabling self-assessment. This will allow Title III to gain informed perspectives on the strengths and deficiencies of services provided and to plan for improvements.

SAG is divided into 13 component parts. Each part has a number of standards to be met. Each standard's performance is rated, using a five point rating scale. Applying the rating scale to make performance judgments based on available information facilitates determination of the extent to which the program is in compliance with the standards. Also, provisions allow for the inserting of additional information, including: A) selected guidelines or other criterion measures to be used as additional assessment benchmarks; B) summaries of documentary evidence; C) observed discrepancies between various assessment criteria and actual program practices

(unanticipated outcomes); D) corrective actions needed to bring the program into compliance with the standards; E) recommendations for program enhancements and suggestions for a follow-up action plan, including a step-by-step process for its development.

As can be seen in C, D, and E above, the process requires identification of unanticipated outcomes between the program and the standards, action designed to overcome program shortcomings, and program enhancements. The outcomes will result in an action plan designed to establish directions for future performance.

After careful examination, the following model was adopted, as it is structured for planned change. The formative and summative evaluation strategies, combined with the results of the CAS self-assessment, will be effective in identifying, documenting, assessing, and reacting to unanticipated results. As the unanticipated outcomes are identified, the systematic problem solving model described below will be applied until the desired results are achieved.





If the outcome has been achieved, it is then integrated into the Plan of Operation. If it has not been achieved, the process returns to Step 1 and continues until the desired outcome is obtained. Alternative strategies, which will not alter the objectives nor scope of the project, will be agreed upon. Any recommendations which might result in a modification of objectives or scope will be submitted to the U.S. Department of Education program officer for approval prior to implementation. Project staff will then proceed to implement changes, as appropriate.

**b. Data Analysis**

Procedures for data analysis will be established by the Office of Institutional Research. Both quantitative and qualitative baseline data, most of which is already established, will serve as the starting point. Appropriate instruments will be developed for assessing effectiveness and establishing quantitative and qualitative measures using the Statistical Package of Social Sciences (SPSS) to determine significance and provide graphical presentations to document and depict the impact of Title III.

**c. External Evaluation**

The involvement of an external evaluator with a broad exposure to Title III institutions will enhance overall implementation and impact, as well as enhance validity and credibility. The evaluator must have at least five years experience in evaluating federally funded projects, preferably Title III projects. Focus will be on three critical aspects: (1) extent to which major objectives are achieved and problems resolved; (2) degree to which strategies were implemented as proposed or modified for greater effectiveness; (3) extent to which successful practices were institutionalized. Data will be derived from the ongoing internal assessment process, along with that generated by the external evaluator relative to process, product, and impact. Three annual site visits will be conducted in Years 1, 3, and 5, with a written report following each visit.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED		ACTIVITY NUMBER	PAGE NUMBER	NUMBER OF PAGES	FORM APPROVED OMB NO. 1840-0114 EXP. DATE: 03/31/03	
<b>ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)</b>						
<b>1. Name of Applicant Institution:</b> College of Eastern Utah – San Juan Campus		<b>2. Activity Title:</b> Project Management and Evaluation				
<b>3. Budget Categories By Year</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>	<b>Fourth Year</b>	<b>Fifth Year</b>	<b>Total Funds Requested</b>
<b>Object Class</b>	<b>% of Time</b>	<b>Funds Requested</b>	<b>% of Time</b>	<b>Funds Requested</b>	<b>% of Time</b>	<b>Funds Requested</b>
a. Personnel (Position Title)						
1) Title III Coordinator	50%	\$ 30,440	50%	\$ 31,353	50%	\$ 32,294
2) Secretary	50%	12,126	50%	12,490	50%	12,865
<b>SUB-TOTAL</b>		42,566		43,843		45,159
b. Fringe Benefits 39.9%		16,983		17,493		18,018
c. Travel		3,040		3,040		3,040
d. Equipment		----		----		----
e. Supplies		480		480		480
f. Contractual		----		----		----
g. Construction		----		----		----
h. Other		7,500		7,500		7,500
<b>I. TOTAL DIRECT CHARGES</b>		\$ 70,569		\$ 64,856		\$ 74,197
				\$ 68,593		\$ 78,045
						\$ 356,260

ED FORM 851A-4

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS**  
**Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

 Form Approved:  
 OMB No.: 1840-0114  
 Exp. Date: 03/31/03

**OTHER BUDGET INFORMATION**
**1. NAME OF APPLICANT INSTITUTION:**


College of Eastern Utah – San Juan Campus

**2. ACTIVITY TITLE:**

Project Management and Evaluation

**3. REMARKS**

- a. Personnel (*Note: Provision has been made for 3% annual cost of living adjustment for all personnel*)
- 1) Title III Coordinator (50%) – Rate is based on SJC Executive Salary Schedule consistent with education and experience of Mr. Lynn Lee, who has been identified to fill the position.  
 Year 1 - \$30,440 Year 2 - \$31,353 Year 3 - \$32,294 Year 4 - \$33,263 Year 5 - \$34,261
  - 2) Secretary (50%) – Rate is based on SJC Classified Salary Schedule consistent with desired education and experience.  
 Year 1 - \$12,126 Year 2 - \$12,490 Year 3 - \$12,865 Year 4 - \$13,251 Year 5 - \$13,648
- Total Personnel  
 Year 1 - \$42,566 Year 2 - \$43,843 Year 3 - \$45,159 Year 4 - \$46,514 Year 5 - \$47,909
- b. Fringe Benefits  
 Includes provisions for FICA, retirement, unemployment insurance, workmen's compensation, medical insurance, disability insurance, life insurance, and dependent tuition benefits.  
 Historically, these benefits average 39.9% of salary.  
 Year 1 - \$16,983 Year 2 - \$17,493 Year 3 - \$18,018 Year 4 - \$18,559 Year 5 - \$19,116
- c. Travel  
Local Travel – Costs for Title III coordinator to commute to outreach community sites monthly.  
 307 miles x 12 trips @ \$.365 = \$1,344  
National Conference – Costs for Title III coordinator to attend national conference. Mileage to nearest airport – 537 miles @ \$.365 = \$196; airfare – \$700; per diem – 4 days @\$200 = \$800.  
 Subtotal - \$1,696  
 Total Travel  
 Year 1 - \$3,040 Year 2 - \$3,040 Year 3 - \$3,040 Year 4 - \$3,040 Year 5 - \$3,040
- d. Equipment \$0
- e. Supplies  
 Provide desktop office supplies for Title III coordinator and secretary. Based on experience, this is expected to average \$40/month.  
 Year 1 - \$480 Year 2 - \$480 Year 3 - \$480 Year 4 - \$480 Year 5 - \$480
- f. Contractual \$0
- g. Construction \$0
- h. Other – External Evaluation  
 Year 1 - \$7,500 Year 2 - \$-0- Year 3 - \$7,500 Year 4 - \$-0- Year 5 - \$7,500

 <b>U.S. DEPARTMENT OF EDUCATION</b>		OMB Control Number: 1890-0004				
<b>BUDGET INFORMATION</b>		Expiration Date: 02/28/2003				
<b>NON-CONSTRUCTION PROGRAMS</b>		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
Name of Institution/Organization <b>College of Eastern Utah – San Juan Campus</b>						
<b>SECTION A - BUDGET SUMMARY</b> <b>U.S. DEPARTMENT OF EDUCATION FUNDS</b>						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	190,412	205,842	222,043	206,926	179,280	1,004,503
2. Fringe Benefits	75,974	82,131	88,595	82,563	71,533	400,796
3. Travel	14,341	10,367	12,472	11,208	10,974	59,362
4. Equipment	43,500	56,000	-0-	33,000	42,000	174,500
5. Supplies	32,680	10,280	12,780	7,280	7,280	70,300
6. Contractual	-0-	-0-	-0-	-0-	-0-	-0-
7. Construction	-0-	-0-	-0-	-0-	-0-	-0-
8. Other	7,500	-0-	27,678	20,178	27,678	83,034
9. Total Direct Costs (lines 1-8)	364,407	364,620	363,568	361,155	338,745	1,792,495
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	364,407	364,620	363,568	361,155	338,745	1,792,495

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS**  
**Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

 Form Approved:  
 OMB No.: 1840-0114  
 Exp. Date: 03/31/03

**OTHER BUDGET INFORMATION**
**1. NAME OF APPLICANT INSTITUTION:**

College of Eastern Utah – San Juan Campus

**2. ACTIVITY TITLE:**

Summary

**a. Personnel**

Salary for each position has been calculated in accordance with institutional salary schedule by grade and step of individual identified or job description. As might be expected, annual increments vary; thus, projections have been based on the average over the previous ten years – 3%.

**b. Fringe Benefits**

Fringe benefits for full-time employees at the College of Eastern Utah are extensive. These have been adopted by the Board of Trustees for all employees regardless of the source of funding:

- |  |              |
|--|--------------|
| 1) FICA  | 7.65%        |
| 2) Retirement TIAA-CREFF   | 11.91%       |
| 3) Unemployment Insurance  | .005%        |
| 4) Workmen's Compensation  | .001%        |
| 5) Health Insurance • Family                                     | \$870.62/mo. |
| • Couple   | \$651.42/mo. |
| • Single   | \$305.39/mo. |
| 6) Dental Insurance • Family                                     | \$62.52/mo.  |
| • Couple   | \$33.81/mo.  |
| • Single   | \$19.05/mo.  |
| 7) Disability Insurance  | \$11.00/mo.  |
| 8) Life Insurance  | \$7.68/mo.   |
| 9) Tuition benefits for employee, spouse, and dependent children |              |
- Fringe benefits average 39.9% of salaries.

**c. Travel**

SJC travel budgets typically appear excessive. This is due to the geographic isolation and vast distances. Travel costs have been projected in accordance with institutional policies: mileage @ \$.365/mi; coach air fare; per diem supported by receipts.

**d. Equipment**

SJC follows the State of Utah Purchasing Policies and Procedures. The Purchasing Department is assigned the responsibility for procurement of all equipment under the authority of Section 10 of the Utah Higher Education Act of 1969, and to insure that all fiscal and legal requirements pertaining to purchase are met.

According to state purchasing procedures, any purchase over \$20,000 must be advertised in a public newspaper, orders of \$1,000 to \$5,000 may be bid by telephone, and orders over \$5,000 must be bid in writing. Orders of \$1,000 or less may be placed without bid at the discretion of the purchasing agent, in keeping with good business practice.

## GENERAL EDUCATION PROVISIONS ACT

### SECTION 427

San Juan Campus is committed to providing a workplace and an educational environment free of discrimination, harassment, intimidation, threats, or coercion based on legally protected status. It is the policy of SJC to ensure equitable access to all educational programs and services without regard to gender, race, national origin, color, disability, or age. SJC complies with Title VI of the Civil Rights Act of 1964, Sections 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Title IX of the Education Amendments of 1973, and Section 402 of the Vietnam Era Veterans' Readjustment Act of 1974.

Compliance Officer: Mr. Garth Wilson, 639 West 100 South, Blanding, Utah 84511,  
(435) 678-2201 Ext. 122

- 1) **Gender:** Information will be provided to Gender Equity, in addition to other programs which provide services to women.
- 2) **Race, national origin, or color:** Native Studies Program will be provided information, in addition to personal contacts. Financial aid officers, tribal education committees, and SOCIO (Hispanic organization) will be informed.
- 3) **Disability:** Contact will be made with the Students with Disabilities Advocacy Board, Division of Rehabilitation Services, and ADA. All applicable information will be programmed on computers that are voice activated or have the *SoundSource* speaking program for visually impaired. Readers and scribes will be available for assistance, as might be needed.
- 4) **Age:** Informational materials will have a layout which demonstrates that services are appropriate for individuals of various ages.

[hide names](#)

Status: Submitted

Last Updated: 04/10/2003 3:46 PM

## Technical Review Coversheet

Applicant:

Reader #1:

	POINTS POSSIBLE	POINTS SCORED
<b>Selection Criteria</b>		
1. Quality of Applicant's Comprehensive Development Plan	12	12
2. Quality of Applicant's Comprehensive Development Plan	5	5
3. Quality of Applicant's Comprehensive Development Plan	5	5
4. Quality of Applicant's Comprehensive Development Plan	8	7
5. Quality of Activity Objectives	5	4
6. Quality of Activity Objectives	5	4
7. Quality of Implementation Strategy	10	10
8. Quality of Implementation Strategy	10	9
9. Quality of Implementation Strategy	5	5
10. Quality of Key Personnel	7	7
11. Quality of Key Personnel	3	3
12. Quality of Project Management	5	5
13. Quality of Project Management	5	5
14. Quality of Evaluation Plan	5	5
15. Quality of Evaluation Plan	5	5
16. Budget	5	5
<b>TOTAL</b>	<b>100</b>	<b>96</b>

---

## Technical Review Form

**PANEL 15: 84.031A**

**Panel Monitor:**

**Reader #1:**

**Applicant:**

1. To what extent are the strengths, weaknesses, and significant problems of the institutions academic programs, institutional management, and fiscal stability clearly and comprehensively analyzed? To what extent does the information about the strengths, and weaknesses and significant problems result from a process that involved major constituencies of the institutions? (12 points)

Strengths: The institution in all cases clearly analyzed its strengths, weaknesses and significant problems in the three major areas of academic programs, institutional management and fiscal stability. It involved in a very substantial way the major constituencies of the university: faculty, staff, students, community, and the community.

Weaknesses: There are no apparent weaknesses in the assessment of strengths, weaknesses, and problems

Reader's Score: 12

2. To what extent are the goals for the institution's academic programs, institutional management, and fiscal stability realistic and based on comprehensive analysis? (5 Points)

Strengths: All of the goals for the institution's academic programs, institutional management, and fiscal stability, particularly those related to the proposed activities are realistic and based on the comprehensive analysis of the institution's weaknesses and academic problems.

Weaknesses: Goal 5 should probably be located in the academic area rather than the management area but this location should not result in a point deduction for it is also a worthwhile goal which grows out of the comprehensive development plan.

Reader's Score: 5

3. To what extent are objectives stated in the plan measureable and related to institutional goals? And, to what extent will the objectives, if achieved, contribute to the growth and self-sufficiency of the institution? (5 Points)



**Strengths:** All of the proposed objectives in the comprehensive development plan are measurable and directly related to the institutional goals found in the comprehensive plan. If achieved, almost all of the objectives will contribute to the growth and self-sufficiency of the institution.

**Weaknesses:** Some of the objectives may have targeted increases that are overly optimistic, e.g., an increase of 43% in graduation rates or 33% in transfer rates, but not a sufficient weakness to result in a point deduction.

Reader's Score: 5

4. To what extent does the plan clearly and comprehensively describe the methods and resources the institution will use to institutionalize practices and improvements developed under the project, including in particular, how operational costs for personnel, maintenance, upgrades of equipment will be paid with institutional resources?

(8 Points)

**Strengths:** In almost all cases the plan clearly describes in great detail the methods and resources the institution will use to institutionalize practices and improvements developed under the grant. To a considerable extent it describes realistically how the institution will pay for personnel, maintenance, and upgrades.

**Weaknesses:** A better plan for institutionalization would have the positions funded under the grant gradually be supported by the college budget at a somewhat faster rate than proposed and such funding changes should cover all expenses that are for programs to be continued after the grant ends.

Reader's Score: 7

5. To what extent are the objectives for each activity realistic and defined in terms of measurable results? (5 Points)

**Strengths:** All of the objectives taken together with their performance indicators in all activities are realistic, not so high as to be unattainable and not so low as to be inconsequential and almost all are measurable in terms of results rather than process.

**Weaknesses:** Some of the objectives are simply process rather than results oriented and their effect on increasing student success rates are uncertain, e.g., increased proficiencies of administrators in the use of technology.

Reader's Score: 4

6. To what extent are the objectives for each activity directly related to the problems to be solved and to the goals of the comprehensive development plan? (5 Points)

Strengths: Most of the objectives are directly related to one or more of the problems identified in the comprehensive development plan and almost all are directly related to the goals identified in the comprehensive plan.

Weaknesses: There is insufficient data to ascertain the effectiveness of some of the objectives and the solution to selected problems as for example, what is a summer bridge program?

Reader's Score: 4

7. To what extent is the implementation strategy for each activity comprehensive? (10 Points)

Strengths: The implementation strategy described on the Implementation Strategy and Timetable forms for each and every activity is very comprehensive, showing the major tasks to be completed each year of the project, the primary participants who will carry out the tasks, the tangible results, and the time frames for the tasks. This strategy is very detailed and clearly demonstrates a thorough understanding of the solution to the identified problems and what needs to be done at each stage over the entire five years.

Weaknesses: There are no meaningful weaknesses in this area.

Reader's Score: 10

8. To what extent is the rationale for the implementation strategy for each activity clearly described and supported by the results of relevant studies of projects? (10 Points)

Strengths: The rationales for the chosen implementation strategies for most activities are clearly described and well supported with references to the results of relevant studies including those in areas similar to that of low population density rural Utah. It seems very likely that implementing the proposed strategy will bring about the desired results.

Weaknesses: Some elements are not supported by research in this proposal, e.g., training in technology for administrators or summer bridge. It is quite possible that the summer bridge would be a meaningful development but there is not enough descriptive detail to make an assessment and no citations of

research about summer bridge programs.

Reader's Score: 9

9. To what extent is the timetable for each activity realistic and likely to be attained? (5 Points)

Strengths: The timetable for each activity and for all the major activity tasks cited on the implementation strategy and timetable forms are realistic and highly likely to be attained by the end of the grant period with each step completed at the listed times.

Weaknesses: There are no significant weaknesses in this area.

Reader's Score: 5

10. To what extent are the past experience and training of key professional personnel directly related to the stated activity objectives? (7 Points)

Strengths: In every case both past experience and training of all proposed key professional personnel involved in the project directly relate to the outcome objectives and to the process objectives stated. There is an extremely high likelihood that key personnel will be able to achieve activity objectives. Where individuals are not named for the less important positions there are careful and detailed descriptions of qualifications that are needed.

Weaknesses: There are no significant weaknesses in this area.

Reader's Score: 7

11. To what extent is the time commitment of key personnel realistic? (3 Points)

Strengths: In every case the time commitment of key personnel is realistically assigned, not so high that key personnel would not have enough to do and not so low that key personnel would be unable to accomplish the activity objectives. Checking with other schools that developed similar programs to help determine time frame needs was very astute.

Weaknesses: There are no significant weaknesses in this area.

Reader's Score: 3

12. To what extent are the procedures for managing the project likely to ensure efficient and effective

## project implementation? (5 Points)

Management procedures are well thought out and of good quality to the degree that it is highly likely that the managing and monitoring of progress will be carried out very effectively in a manner that most if not all activity goals will be realized.

Weaknesses: There are no significant weaknesses in this area.

Reader's Score: 5

13. To what extent does the project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer? (5 Points)

Strengths: The project coordinator has direct access to the president and full authority over the activity director and other key personnel. Given the small number of people involved and the nature of the institution, it is highly likely that communication will be intensive and complete.

Weaknesses: There are no significant weaknesses in this area.

Reader's Score: 5

14. To what extent are the data elements and data collection procedures clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan? (5 Points)

Strengths: Almost all of the data elements and all of the collection procedures are clearly described and will appropriately measure the attainment of the activity objectives and the goals of the comprehensive development plan. It is highly likely that all the relevant data will be available for analysis.

Weaknesses: There are no significant weaknesses in this area.

Reader's Score: 5

15. To what extent are the data analysis procedures clearly described and to what extent are they likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan? (5 Points)

Strengths: Almost all data analysis procedures are clearly described and are almost certain to produce both formative results and summative results. All data analysis will provide

information on the attainment of activity objectives and provide information for making adjustments as the project progresses.

Weaknesses: There are no significant weaknesses in this area.

Reader's Score: 5

16. To what extent are the proposed costs necessary and reasonable in relation to the project's objectives and score? (5 Points)

Strengths: Virtually all costs are necessary and reasonable, not over or under budgeted in relation to the projects objective and scope.

Weaknesses: There are no significant weaknesses in this area.

Reader's Score: 5

---

**Status:** Submitted

**Last Updated:** 04/10/2003 3:46 PM

[hide names](#)

Status: Submitted

Last Updated: 04/10/2003 6:48 PM

## Technical Review Coversheet

Applicant:

Reader #2:

	POINTS POSSIBLE	POINTS SCORED
<b>Selection Criteria</b>		
1. Quality of Applicant's Comprehensive Development Plan	12	12
2. Quality of Applicant's Comprehensive Development Plan	5	5
3. Quality of Applicant's Comprehensive Development Plan	5	5
4. Quality of Applicant's Comprehensive Development Plan	8	8
5. Quality of Activity Objectives	5	5
6. Quality of Activity Objectives	5	5
7. Quality of Implementation Strategy	10	10
8. Quality of Implementation Strategy	10	10
9. Quality of Implementation Strategy	5	5
10. Quality of Key Personnel	7	7
11. Quality of Key Personnel	3	3
12. Quality of Project Management	5	5
13. Quality of Project Management	5	5
14. Quality of Evaluation Plan	5	5
15. Quality of Evaluation Plan	5	5
16. Budget	5	5
<b>TOTAL</b>	<b>100</b>	<b>100</b>

---

## Technical Review Form

**PANEL 15: 84.031A**

**Panel Monitor:**

**Reader #2:**

**Applicant:**

1. To what extent are the strengths, weaknesses, and significant problems of the institutions academic programs, institutional management, and fiscal stability clearly and comprehensively analyzed? To what extent does the information about the strengths, and weaknesses and significant problems result from a process that involved major constituencies of the institutions? (12 points)

**1.1 Strengths:**

Strengths, weaknesses, and significant problems of academic programs, institutional management, and fiscal stability comprehensively analyzed. SJC has as its service area 13,300 square miles. Paved highways are few and commercial transportation is nonexistent. Ethnic minorities comprise 54% of the enrollment, with 50.5% being Native American. Faculty: student ratio at SJC is 1: 11. Eighty-seven percent of those attending the institution are first generation college students. Academic preparation of faculty and staff is deficient in the use of technology, and geographic remoteness presents barriers to traditional models of professional development. Each of the major academic disciplines has incorporated Native American materials into its curriculum. External partnership and alliances have been formed to strengthen students and programs at the institution. Lack of technological stability and support staff impedes the delivery of service, with serious deficiencies in technology related to distance education. SJC and other branches of the state land-grant University are recognized as a separate, independent unit by the Utah State Legislature, which assures autonomy in planning. Institutional budgets operate in the black. Declining enrollment has had a detrimental impact on tuition, and the current economic crisis adversely impacts institutional support. This impact is magnified for smaller colleges. The institution has done planning and evaluation utilizing constituent groups composed of administration, faculty, staff, students, community and industry. This is provided in narrative and chart form.

**Weaknesses:**

No weaknesses noted.

Reader's Score: 12

2. To what extent are the goals for the institution's academic programs, institutional management, and fiscal stability realistic and based on comprehensive analysis? (5 Points)

1.2 Strengths:

Goals for the institution's academic programs, institutional management, and fiscal stability are realistic. The institution has identified four goals for the project and identified each with an asterisk. Each of the four goals has been analyzed in the Comprehensive Development Plan and is in harmony with the role and mission of SJC and were identified through task force groups and through strategic planning. The institution created a planning model to help identify goals.

Weaknesses:

No weaknesses found.

Reader's Score: 5

3. To what extent are objectives stated in the plan measureable and related to institutional goals? And, to what extent will the objectives, if achieved, contribute to the growth and self-sufficiency of the institution? (5 Points)

1.3 Strengths:

Objectives stated in the plan are measurable and related to institutional goals. A chart has been created stating each objective in measurable terms and relating the objective directly to the specific goal to which it applies. All stated objectives support the goals of furthering the activity of the project, strengthening disadvantaged student access, performance, and persistence. The objectives will help solve the problem of attrition, increase graduation/completion rates, upgrade faculty in the use of technology to strengthen course delivery, and increase enrollment of disadvantaged students.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

4. To what extent does the plan clearly and comprehensively describe the methods and resources the institution will use to institutionalize practices and improvements developed under the project, including in particular, how operational costs for personnel, maintenance, upgrades of equipment will be paid with institutional resources? (8 Points)

Strengths:

Methods and resources for institutionalizing practices



and using institutional resources are shown. The plan states that proposed strategies integrate new approaches into existing operations thereby minimizing any concern of abandonment or phase-out. An illustration is provided to indicate that institutional resources have been identified to incrementally absorb costs associated with grant functions. It is expected that increases in enrollment and retention will provide additional state appropriation, additional tuition revenue, and additional revenue from student fees. Reallocation of institutional resources will augment the above, and will cover needs for continuing personnel, maintenance and replacement of equipment (technology hardware and software).

Weaknesses:

No weaknesses noted.

Reader's Score: 8

5. To what extent are the objectives for each activity realistic and defined in terms of measurable results? (5 Points)

1 Strengths:

Activity Objectives and Performance Indicators from lists major objectives in measurable terms and ties each one into its performance indicators, indication tasks to be performed and listing appropriate timelines by each of the five years of the grant period. Each objective supports the activity and is realistic.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

6. To what extent are the objectives for each activity directly related to the problems to be solved and to the goals of the comprehensive development plan? (5 Points)

2 Strengths

Objectives directly relate to the problems to be solved and the goals of the comprehensive development plan. Objectives support the goals of increasing academic success of disadvantaged students, increasing graduation/completion rates of disadvantaged students, increasing the proficiencies of administration, faculty, and staff in utilizing technology to enhance services for disadvantaged students, and increasing access, particularly of disadvantaged students.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

7. To what extent is the implementation strategy for each activity comprehensive? (10 Points)

Strengths:

Implementation strategies for the project are comprehensive and comprise four integrated components which incorporate principles and practices supported by leaders in the field of education. Effective learning is focused upon by identifying four areas: 1) enhance developmental studies offerings; 2) enrich first-year experiences; 3) strengthen writing; 4) provide strategies for coherence in general education. The institution plans to address the needs of disadvantaged students by implementing a comprehensive program that creates a "community of learners."

Weaknesses:

No weaknesses noted.

Reader's Score: 10

8. To what extent is the rationale for the implementation strategy for each activity clearly described and supported by the results of relevant studies of projects? (10 Points)

Strengths

The institution clearly describes the rationale for the implementation strategy and results are supported by relevant studies or projects. Faculty will be involved in summer bridge programs, learning communities, and mentoring. Professional development opportunities will be available to faculty, as well. Outreach center in Indian communities will be established to deal with local culture which interferes with individual student education. Numerous studies of other institutions of higher education, campus visits, literature, and authoritative opinion were involved in developing methods of solving the problems upon which the project activity is based.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

9. To what extent is the timetable for each activity realistic and likely to be attained? (5 Points)

3.3 Strengths:

Timetable for activity is realistic and likely to be obtained. In narrative tasks are broken down by each of the five years of the project, and in table form specific tasks to be completed, the primary participants, methods involved, and

tangible results are all accompanied by a timeframe which designates when each task will begin and end. These tasks focus on furthering the focus and point of the project.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

10. To what extent are the past experience and training of key professional personnel directly related to the stated activity objectives? (7 Points)

4.1 Strengths:

Past experiences of key professional personnel are directly related to the activity objectives. The Activity Director has experience in student services, a primary focus of the grant, and five year's experience as director of a Title III student services Activity. The Outreach Developer has experience and has won awards of recognition in creating outreach centers. The Technology Trainer has a Master's Degree in Instructional Technology and eight years experience in managing an electronic Faculty Assistance Center. The Student Life Facilitator position has not yet been filled but position description is provided. Three Site Supervisors and unnamed number of Program Designers have position qualifications detailed to the jobs to be performed. The Title III Coordinator holds a Master's Degree in Educational Administration and has 25 years experience in administration/leadership at the college level. He has served as project coordinator for Title III for seven years and as external evaluator for seven projects.

Weaknesses:

No weaknesses noted.

Reader's Score: 7

11. To what extent is the time commitment of key personnel realistic? (3 Points)

4.2 Strengths:

Time commitment is realistic. The Title III Coordinator will spend 50% time in providing leadership, direction, and administration of the project. The Activity Director will commit 100% time, 12 months, for 5 years; Outreach Developer will spend 50% time, 12 months, years 1,2,3, and then 25% last two years; Technology Trainer(s), part time for five years; Student Life Facilitator, 100% time, 12 months, for five years; Site Supervisors, 50% time for various months.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

12. To what extent are the procedures for managing the project likely to ensure efficient and effective project implementation? (5 Points)

5.1 Strengths

The procedures for managing the project are likely to ensure efficient and effective project implementation. During the planning process key decision-makers were involved in establishing goals, objectives, strategies, and budgets. The Activity was deliberately designed to ensure that these decision-makers continue to plan major roles throughout implementation and evaluation to facilitate impact, integration, and institutionalization.

A Title III Administrative Task Force will be established at onset to provide support. Membership will include VP/CEO, Title III Coordinator, Title III Activity Director, Dean of Instruction, Dean of Students, Director of Financial Services, and Director of Institutional Research. A Title III Project Management Handbook will be prepared to provide a system for management and monitoring.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

13. To what extent does the project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer? (5 Points)

5.2 Strengths

The project coordinator and Activity director have sufficient authority to conduct the project effectively. The coordinator will report directly to the vice president, who is the CEO for San Juan Campus. The Activity Director will function immediately under the Title III coordinator. Both narrative and Title III Organizational Chart show the reporting authority that leads from the VP/CEO, San Juan Campus, to the President, to the Board of Trustees.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

14. To what extent are the data elements and data collection procedures clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan? (5 Points)

**6.1 Strengths:**

Procedures for data analysis will be established by the Office of Institutional Research. Both quantitative and qualitative baseline data, most of which is already established, will serve as a starting point. Appropriate instruments will be establishing quantitative and qualitative measures to determine significance and provide graphical presentations to document and depict the impact of Title III. These results will relate to the CDP.

**Weaknesses:**

No weaknesses noted.

Reader's Score: 5

15. To what extent are the data analysis procedures clearly described and to what extent are they likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan? (5 Points)

**6.2 Strengths**

In narrative and chart form the evaluation plan states plans for both summative and formative assessment. Objectives and performance indicators have been stated in quantifiable terms. A CAS model self-assessment, along with formative and summative evaluation strategies will identify, document, assess, and react to unanticipated results. A chart is provided denoting Outcomes Achieved, which are then integrated into plans of operation. An external evaluator will conduct site visits in years 1,3, and 5.

**Weaknesses:**

No weaknesses noted.

Reader's Score: 5

16. To what extent are the proposed costs necessary and reasonable in relation to the project's objectives and score? (5 Points)

**7.1. Strengths**

Proposed costs are necessary and reasonable in relation to the project's objectives. Forms depicting Activity Budget, Budget Information, and Other Budget Information have been provided. Personnel, Equipment, Supplies, etc. are covered. The narrative has addressed personnel and equipment and how they will be assumed by institutional funds support at end of grant.

**Weaknesses:**

No weaknesses noted.

Reader's Score: 5

---

**Status:** Submitted

**Last Updated:** 04/10/2003 6:48 PM

[hide names](#)

Status: Submitted

Last Updated: 04/12/2003 4:36 PM

## Technical Review Coversheet

Applicant:

Reader #3:

	POINTS POSSIBLE	POINTS SCORED
<b>Selection Criteria</b>		
1. Quality of Applicant's Comprehensive Development Plan	12	12
2. Quality of Applicant's Comprehensive Development Plan	5	5
3. Quality of Applicant's Comprehensive Development Plan	5	5
4. Quality of Applicant's Comprehensive Development Plan	8	8
5. Quality of Activity Objectives	5	5
6. Quality of Activity Objectives	5	5
7. Quality of Implementation Strategy	10	10
8. Quality of Implementation Strategy	10	10
9. Quality of Implementation Strategy	5	5
10. Quality of Key Personnel	7	7
11. Quality of Key Personnel	3	3
12. Quality of Project Management	5	5
13. Quality of Project Management	5	5
14. Quality of Evaluation Plan	5	5
15. Quality of Evaluation Plan	5	5
16. Budget	5	5
<b>TOTAL</b>	<b>100</b>	<b>100</b>

---

## Technical Review Form

**PANEL 15: 84.031A**

**Panel Monitor:**

**Reader #3:**

**Applicant:**

1. To what extent are the strengths, weaknesses, and significant problems of the institutions academic programs, institutional management, and fiscal stability clearly and comprehensively analyzed? To what extent does the information about the strengths, and weaknesses and significant problems result from a process that involved major constituencies of the institutions? (12 points)

1. Strengths

The identification of strengths, weaknesses and problems of the institution's academic programs, management and fiscal stability are detailed and clearly defined. The institution has been thorough in investigating its history, direction, purpose and capabilities in an isolated educational environment. The administration, faculty, staff, students, community and other interested parties all contributed in the planning of the comprehensive development plan. The San Juan Campus (SJC) of the College of Eastern Utah is committed to the planning, implementation, management, evaluation and institutionalization of the Title III program. The specific categories of academic, management, and fiscal stability problems has explored the underpinnings of instability that are the basis for the applicants request for assistance in the goal of institutional self-sufficiency.

12 points

Weaknesses

No weaknesses found

Reader's Score: 12

2. To what extent are the goals for the institution's academic programs, institutional management, and fiscal stability realistic and based on comprehensive analysis? (5 Points)

Strengths

Detailed analysis has been submitted of the environmental, isolation, technological, cultural and fiscal challenges facing the SJC. The applicant has exhibited a comprehensive study



identifying the individual strengths, weaknesses and problems that have contributed to the SJC's inability to overcome the weaknesses within their program. The goals for the institutions progress are realistic, reasonable and obtainable.  
5 points

#### Weaknesses

No weaknesses found

Reader's Score: 5

3. To what extent are objectives stated in the plan measureable and related to institutional goals? And, to what extent will the objectives, if achieved, contribute to the growth and self-sufficiency of the institution? (5 Points)

#### Strengths

3. The objectives stated in the comprehensive development plan are measurable and related to the institutional goals. The institution was founded in 1977 specifically to service an area 200 miles from the home campus of the College of Eastern Utah. In carry out its mission, SJC recognizes the uniqueness of the area by making concerted efforts to reach non-traditional and disadvantaged students through specialized courses, programs, and support services. Geographic isolation, student and faculty characteristics have influenced the institutional goals and the objectives in the comprehensive development plan will contribute to the growth and self-sufficiency of SJC.  
5 points

#### Weaknesses

No weaknesses found

Reader's Score: 5

4. To what extent does the plan clearly and comprehensively describe the methods and resources the institution will use to institutionalize practices and improvements developed under the project, including in particular, how operational costs for personnel, maintenance, upgrades of equipment will be paid with institutional resources?  
(8 Points)

### Strengths

4. The comprehensive development plan clearly describes the methods and resources the institution will use to institutionalize practices. The plan to up-grade the equipment, the training in the use of technology for faculty and students, employ and outreach developer, and other methods will enhance the applicant's ability to institutionalize the project improvements for the college. A plan has been suggested to promote the institutionalization of the programs at SJC. The plan utilizes additional state appropriations, additional tuition revenues, additional student fees, and a reallocation of institutional resources.

8 points

### Weaknesses

No weaknesses found

Reader's Score: 8

5. To what extent are the objectives for each activity realistic and defined in terms of measurable results? (5 Points)

### Strengths

5. All 6 objectives are listed in measurable terms in a clear and well defined chart designed to illustrate the goal, the objective and the expected increased performance standards for the SJC. The activities to obtain the objectives are realistic and attainable. The entire SJC community is committed to the broad sweeping changes necessary to keep their local institution viable and relevant in their community. There will be activity to foster the expansive changes within the academic community from all of the stakeholders.

5 points

### Weaknesses

No weaknesses found

Reader's Score: 5

6. To what extent are the objectives for each activity directly related to the problems to be solved and to the goals of the comprehensive development plan? (5 Points)

### Strengths

6. All of the objectives are directly related to the problems articulated in the narrative. Each would be necessary to improve the performance expectations of the faculty and students at SJC. Achievement of the major objectives will be instrumental in resolving specific problems presented in the CDP that are confronted by disadvantaged student populations: access to postsecondary education opportunities; academic enhancement; graduation/completion and professional development in utilizing technology.

5 points

Weaknesses

No weaknesses found

Reader's Score: 5

7. To what extent is the implementation strategy for each activity comprehensive? (10 Points)

Strengths

7. The 17 page chart submitted clearly states the specific tasks to be completed, the primary participants (decision makers), methodologies involved, tangible results and the clear timeframe to accomplish each task. The scheduling has been in compliance with the needs of the Title III program and the time frames assigned to each task are reasonable and well presented. Each objective has been developed and refined to meet the focused needs of the program. The implementation strategy presented clearly suggests a thorough understanding of the proposed solution to the identified problems.

10 points

Weaknesses

No weaknesses found

Reader's Score: 10

8. To what extent is the rationale for the implementation strategy for each activity clearly described and supported by the results of relevant studies of projects? (10 Points)

Strengths

8. The SJC consortium (all those who had input into the CDP) relied heavily upon: review of Literature; Authoritative

opinion; Campus visits; and Experience (LACE). This model has gained wide acceptance and adds to the reliability of strategies. Research was studied and used to substantiate the unique approach to the principles used to guide the direction of this application. Each strategy has been researched and discussed among the staff before implementation into their program. It was a necessary component to confirm the need for positive, authentic, and a proven need for change. The literature also presented the challenges for each approach. The SJC team has submitted a well thought-out and broad sweeping program to illicit change within their college.  
10 points

#### Weaknesses

No weaknesses found

Reader's Score: 10

9. To what extent is the timetable for each activity realistic and likely to be attained? (5 Points)

#### Strengths

9. The timetables for each activity and for all major activity tasks cited are realistic. For instance: the SJC team will not begin all new activities at one time. There are phases and a few will not begin until year 4. The fourth summer Bridge program for example will be designed, implemented and assessed. This program will be adopted and institutionalized by the SJC. Much consideration has been given to each phase of the educational process with its myriad of opportunities for growth in learning, social and leadership situations for the students. Timetables for each experience has been realistic and is attainable.  
5 points

#### Weaknesses

No weaknesses found

Reader's Score: 5

10. To what extent are the past experience and training of key professional personnel directly related to the stated activity objectives? (7 Points)

#### Strengths

10. In each key personnel studied the past training and experience are directly related to the stated activity objectives. The likelihood for the success of the program is high. Each person in the top key positions has the background with the SJC and is familiar with its challenges and needs. All eight positions have been clearly identified and the time commitment clearly allocated. The qualifications, responsibilities and time commitments are directly related to the outcome and process objectives.

7 points

#### Weaknesses

No weaknesses found

Reader's Score: 7

11. To what extent is the time commitment of key personnel realistic? (3 Points)

#### Strengths

11. In every case the time commitment of the key personnel is realistic. The chart presented is clear and illustrates the 100%, 50%, Part-time, 25%, etc. categories for the distribution of the salaries of all of the employees within the SJC Title III program.

3 points

#### Weaknesses

No weaknesses found

Reader's Score: 3

12. To what extent are the procedures for managing the project likely to ensure efficient and effective project implementation? (5 Points)

#### Strengths

12. The management plan has been clearly stated and has the endorsement and commitment from the President who has advocated and sanctioned the Title III program from the beginning of his administrative responsibilities at the College of Eastern Utah. The Activity Director has access to the Vice President and CEO of the SJC administrator through the Title III Coordinator. There are other Title III programs on the

SJC. The guidelines and standards of a government program will be expected and familiar to the staff at the institution. Seven specific outcomes have been established to promote effective project management. They appear to be comprehensive, realistic and attainable. A clearly defined chart has been submitted to illustrate the linkages among the college staff and a Title III Task Force will be established at the onset to provide support, direction, and monitoring of the program  
5 points

Weaknesses

No weaknesses found

Reader's Score: 5

13. To what extent does the project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer? (5 Points)

Strengths

13. The project coordinator and the activity director have significant authority to conduct the project effectively. They have access to all of the facilitators of the program as well as the President at the College of Eastern Utah in Price, Utah. The organizational chart shows their positions within the college structure.  
5 points

Weaknesses

No weaknesses found

Reader's Score: 5

14. To what extent are the data elements and data collection procedures clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan? (5 Points)

Strengths

14. A comprehensive plan has been developed to ensure measuring success. Evaluation is perceived to be an integral to each aspect of the Title III plan. The Activity Evaluation Plan has been exhibited in a chart and illustrates the collection

procedures for baseline data, outcome results, data elements and shows the clear connections to the objectives. The collection procedures are appropriate to measure the attainment of activity objectives and to measure the success of the project. Formative and summative evaluative methods have been utilized with the time frames proposed. Vital questions will be answered throughout the entire program as the evaluation process begins with the onset of the Title III program. The involvement of an external evaluator with a broad exposure to Title III institutions will enhance overall implementation and impact on the SJC community.

5 points

#### Weaknesses

No weaknesses found

Reader's Score: 5

15. To what extent are the data analysis procedures clearly described and to what extent are they likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan? (5 Points)

#### Strengths

15. The extent of the data analysis procedures responding to formative and summative results on attaining activity objectives and measuring the success of the project were evident throughout the evaluation plan. The Implementation strategy and Timetable Form clearly illustrate within the 17 pages the integration of the evaluative process with the total program from onset to completion. The goals of the comprehensive development plan are measurable by the evaluative methodologies that will be utilized by the program staff.

5 points

#### Weaknesses

No weaknesses found

Reader's Score: 5

16. To what extent are the proposed costs necessary and reasonable in relation to the project's objectives and score? (5 Points)

16.

#### Strengths

The proposed costs are necessary and reasonable in relation to the project's objectives and score.

**Weaknesses**

No weaknesses found

Reader's Score: 5

---

**Status:** Submitted

**Last Updated:** 04/12/2003 4:36 PM